

AN INVESTIGATION OF
ATTITUDES OF SECONDARY
SCHOOL STUDENTS IN
NEWFOUNDLAND TOWARD THE
GRADE TEN SOCIAL STUDIES
COURSE, "CANADIAN SOCIETY:
ISSUES AND CONCERNS"

CENTRE FOR NEWFOUNDLAND STUDIES

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AN INVESTIGATION OF ATTITUDES OF SECONDARY SCHOOL STUDENTS
IN NEWFOUNDLAND TOWARD THE GRADE TEN SOCIAL STUDIES
COURSE, "CANADIAN SOCIETY: ISSUES AND CONCERNS"

By
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ABSTRACT

The purpose of this study was to investigate the attitudinal effects of a new social studies course, "Canadian Problems" upon grade ten students in three geographic regions--a large urban area, a small urban area, and a rural area--in the Province of Newfoundland.

A fifty-six item questionnaire was developed employing the Likert Scale technique. It was administered to a sample of 210 students divided into "treatment" and "control" groups. Their responses to the questionnaire provided the data for this study. The items on the questionnaire were intended to elicit student responses to four specific areas of attitude toward the course. These areas were: (1) student attitude toward the course in general; (2) the methodology employed for it; (3) its learning outcomes among students; and (4) its impact on student attitudes.

The data provided by the student responses were analyzed using a 2 x 3 Analysis of Variance and t -tests where applicable. The results indicated that the attitude responses of students in the rural area toward the overall course and knowledge obtained consistently exceeded the responses of students from the large and small urban areas. Their attitude responses toward the methodology also exceeded the responses of students from the small urban area. However, in comparisons involving large and small urban area students, large urban area student responses exceeded those of a small urban area on the subscales of methodology and attitude differences resulting from their exposure to

the course. Finally, the large urban area students exceeded the rural area students on the attitude difference resulting from their exposure to the course.

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To

My Children

Anmarie and Tajfe Kannampadam

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CHAPTER I

INTRODUCTION

In one way or another every nation in the world is affected by some current or contemporary issue or concern. Issues and concerns are not characteristic of a particular society or life-style; they are common to all societies. Poverty, for instance, is as much a problem in North America as it is in Central America or South and South-East Asia. However, it may not be as widespread and its effects not as serious in North America as they are in economically less prosperous nations. In the same way, issues and concerns such as ethnic problems, problems of minority groups, crime, depletion of natural resources, labor-management relations, the population explosion, and other related issues like environment, ecology, abortion, values, and value alternatives may have their own effects in different societies.

Scholars, particularly educators, believe that schools have a mission to minimize or at least to check the impact of issues and concerns upon society. Therefore, they suggest that "the school must equip its young citizens with reliable information pertinent to problems of home, school, community, state, nation, world" (Connor, 1955). With this end in view North American schools have implemented in their classrooms, programs and subject areas that help the young to see themselves in relation to their society and thereby to become useful citizens (Taba, 1962, p. 16).

A New Social Studies Course

In recent years schools across Canada have endeavored to implement programs and courses centered around contemporary issues and concerns. In Newfoundland, during 1972, the Provincial Social Studies Curriculum Committee recommended a new social studies course to be implemented in grade ten classes under the title "Canadian Problems" or "Canadian Society: Issues and Concerns." It was aimed at helping students to understand and appreciate Canada and Canadian culture (see A Curriculum Bulletin: Canadian Problems, Grade X, 1975-76), and thereby to prepare them for "the first line of defense of our democratic way of life" (Connor, 1955).

This course provided an outline that suggested curriculum content centered around contemporary Canadian society and, more particularly, issues and concerns that exist in Canadian society.

During the first two years following the Provincial Social Studies Curriculum Committee's recommendations, this new course was piloted in a few selected schools in Newfoundland. After ascertaining the course's academic worthiness, the Department of Education in 1975 proposed it to all the high schools in the province. However, schools were given the option of retaining the traditional history program.

Schools that accepted the "Canadian Problems" course were given supplementary materials to reinforce existing reference resources in school libraries. Included in these materials was a series of pamphlet-like booklets known as Man in Society. Five selected booklets focusing upon "Poverty," "Crime in Canada," "Minority Groups," "Labour and Management," and "The Future" formed the course content. Since these

booklets were not textbooks, teachers were expected to use them as guidelines to select and implement content and methodologies for student learning through a problems approach.

Objectives of the New Social Studies Course

The following is a condensed list of the objectives of the course "Canadian Society: Issues and Concerns" as outlined in A Curriculum Bulletin: Canadian Problems, Grade X (Government of Newfoundland and Labrador, Department of Education, 1975-76). Accordingly, this course should help students develop,

- (1) an awareness of values and value alternatives;
- (2) an ability to make logical judgments and judicious selections;
- (3) communication skills;
- (4) research skills;
- (5) an awareness of and respect for Canadian identity, societal goals, and the multicultural traditions of the peoples that share a common national experience;
- (6) an ability to use imagination to enter another period of time or situation in the past or in the future;
- (7) an understanding of fundamental concepts basic to the human experiences such as justice, change, diversity, order, individualism, the common good, worth of the individual, and concern for others;
- (8) an ability to understand, through the study of human experience in the Canadian context, the complexities of the nation of which the student is a part and thereby to become a more competent participant in Canadian society.

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These objectives contain implications for the needs and interests of Newfoundland students in particular and Canadian society in general. As Munro, King and Doughty (1975) point out, courses of this nature are developed,

(1) to provide students with opportunities to explore a great variety of resource materials that relate to themselves, to Canada, and to Canada in a world setting;

(2) to provide students with conceptual skills that will enable them to identify problems, determine antecedents, distinguish constraints and offer alternative solutions; and

(3) to encourage students in a series of stimulating learning experiences that are themselves satisfying and worthwhile.

In the words of A.B. Hodgetts (1968), "... the study of Canada and its problems should and could be one of the most vital subjects taught in our schools and that it could become a much more effective instrument than it now is in the fostering of understanding among the people of our ten provinces."

The Rationale for this Study

Many classroom teachers, university professors, school principals and other school administrators who are familiar with this course have expressed concern that this course does not serve its purpose and hence fails to support the objectives as stated. Some of the reasons given are,

(1) it de-emphasizes the role of the traditional history program in secondary schools, and, in that way, erodes the value of recorded history;

(2) the content areas of this course are either too sensitive to demand open discussion in classroom situations or are too ephemeral or sensational to warrant any serious academic consideration from students;

(3) many teachers being "not quite familiar" with contemporary Canadian society find it difficult to handle issues and concerns in classroom situations. This is apparent when teachers are called upon to exercise their judgments on issues and concerns that are too "delicate" and "sensitive" to be judged in public;

(4) this course calls for no familiar or conventional method of teaching. Primarily, it expects teachers and students to follow an "inquiry" or "socratic" method of teaching and learning. As indicated by some school principals and university professors, many teachers in Newfoundland schools are not always prepared to employ such methods. Having been educated in one room schools, and having been exposed mainly to the traditional didactic methods these teachers fail to perceive the effectiveness of an unfamiliar method of teaching. Consequently, they are reluctant to employ such innovations as "inquiry" in their teaching situations. Moreover, in Newfoundland schools where student-teacher ratios are high, it is difficult to implement any sort of innovations;

(5) due to the population distribution in Newfoundland, and because of the difference in student exposure to mass media in different population centers, the content and methods selected for this course may vary from region to region. Consequently, the attitudinal effects it may have upon students may also vary from region to region.

These purported criticisms are unsupported statements. However, each suggests a number of areas for empirical research. A promising

initial avenue of research is concerned with student perception of this new course. How do students feel about the new course? Do they enjoy the new methodology? How do they feel about what they learn about Canadian society? What effects do students feel this course has had upon their behavior? These questions are four of the many that could be raised concerning student attitudes toward the course. Further, a concern has been expressed that due to inequitable distribution of learning-teaching resources, students in some areas of Newfoundland may be more advantaged than others in their exposure to this course, and that this could cause differences in the attitudinal effects of this course upon students within differing geographic regions in Newfoundland. Therefore, this study will focus upon student attitudes toward the new grade ten social studies course as it has been implemented in three geographic regions in Newfoundland.

Purpose of this Study

The purpose of this study is to determine what attitudinal effects the course, "Canadian Society: Issues and Concerns," has upon grade ten students in Newfoundland. Specifically, this study addresses itself to the following research question: Do grade ten students from three different geographical and demographical regions in Newfoundland vary in their attitudes toward the course, "Canadian Society: Issues and Concerns" on four subscale measures of attitude?

Definitions

Following are some of the definitions of terms and phrases as used in this study.

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"Canadian Society: Issues and Concerns" refers to the new grade ten social studies course in Newfoundland schools. It has been implemented under the title "Canadian Problems."

Issues and Concerns are those contemporary societal problems known as "current affairs" or "contemporary issues." As Massialas et al. (1975, p. 179) described Issues and Concerns: "by their very nature (they) involve conflicting values." Hence, they also include "Controversial Issues."

Attitude refers to behavioral and responsive dispositions of students with respect to the course, "Canadian Society: Issues and Concerns." These include the mores, values, and beliefs of students as they are indicated on an attitude questionnaire.

Curriculum Content refers to those content areas or specific issues and the relevant methodologies that a teacher might employ to make the teaching and learning of this course most effective.

Inquiry Method refers to any method employed in a teaching-learning situation where students spend a major portion of their time presenting, clarifying and supporting their hypotheses, positions, or opinions (Massialas et al., 1975, pp. 177 and 200).

Three Geographically Different Regions in Newfoundland used in this study were:

(1) A Large Urban Area:--It is a demographic region that has over 50,000 people and that enjoys or suffers from the impact of the modern

industrial and technological changes. The city of St. John's is the only large urban area in Newfoundland that contained the features and facilities suitable for this description.

(2) A Small Urban Area:--It is a demographic region that has a population of between 1,000 and 50,000, and that enjoys such other features and facilities that are restricted by the physical, cultural, and economic development of that region. The town of Grand Falls was selected as a Small Urban Area in this study.

(3) A Rural Area:--It is one of the many hamlets and small communities classified (by the Census Canada, 1971) as "rural-nonfarm" regions in Newfoundland. Characteristically no one community under this category has a population of over a thousand people, nor does it enjoy the features and facilities of an urban area. The area served by St. Augustine's Central High School, Plum Point, within the school district of The Integrated School Board for the Strait of Belle Isle was selected as a rural area for this study. Within a radius of 25 miles there are 16 communities in this area, and none of them has a population of over 400 people.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the review of literature relevant to the course, "Canadian Society: Issues and Concerns." Such a review was needed as it provided a frame of reference and a direction to this study. The following outline was used to review the literature in this chapter: (i) A brief philosophical perspective of the course, "Canadian Society: Issues and Concerns," (ii) a brief historical perspective of programs and courses of this nature in North American schools, (iii) an investigation of research focusing upon some specific issues like "poverty," "crime," "ethnic or minority groups," and "environmental studies," and (iv) summary.

A Brief Philosophical Perspective

As well as being centered around the interests and initiatives of students and founded on societal concerns, the new grade ten program in Newfoundland schools on contemporary Canadian Issues and Concerns reflects a basic philosophy of education.

For the ancient Greeks, the purpose of education was "to preserve the integrity and stability of the state" (Barker, 1959, p. 424). They maintained that education should provide "the youth" (according to Plato) a training in the virtues of the present State, and (according to Aristotle) an opportunity to fit in the "present politics" and in the future to exercise "the duty of some day using a vote in the

assembly, carefully and judiciously" (Barker, 1959, p. 119).

European scholars in the 17th and 18th centuries insisted that education of the youth should produce an awareness of the problems, "issues and concerns" of the society, including that of "family" and "civil society." Both Hobbes and Locke have discussed and written at length on the role of education in creating this "awareness" (Greenstein, 1969, p. 3). Further, Jean Jacques Rousseau not only endorsed Plato's educational theory but also provided his own. According to Rousseau, children were to be taught to learn from their experiences and encounters with their social and political environment (Boyd, 1964, p. 123).

At the turn of this century Dewey (1929, p. 3-6) said:

I believe that all education proceeds by the participation of the individuals in the social consciousness of the race. This process . . . is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his feelings and emotions . . . the most formal and technical education in the world cannot safely depart from this general process . . . knowledge of social conditions of the present state of civilization is necessary in order to properly interpret the child's powers . . .

Today, educators believe that educational programs, opportunities, and experiences should be selected "to help the young to cope with life in their society" (Williams, 1973); knowledge of and participation in the issues and concerns of the society enable them to become its productive members (Taba, 1962, pp. 16-36). Programs selected for this purpose should have, in Taba's own words, "the power to reduce poverty and distress, to prevent child delinquency and crime, and to promote the well being of the individual, the intelligent use of suffrage and the welfare and stability of the state" (1962, p. 18).

- Apparently, the selection of the content areas of the course, "Canadian Society: Issues and Concerns," were designed to reflect these ideals.

A Brief Historical Perspective

In earlier days, when education consisted only of direct communication and training passed down by the parents to the offsprings, "society," its "heritage," and its "concerns" were the curriculum content of any sort of education (Eiss, 1970, p. 1).

Society and social issues and concerns were the major topics of discussion in the "schools" and "market places" of ancient Greece. For the Athenians of 5th century B.C.:

Considering the meaning of religion and irreligion, beauty and ugliness, justice and injustice, reason and unreason, courage and cowardice, the character of the state and the citizen, government and the capacity for it, and those other objects, knowledge of which marked the true man, while ignorance of them was really servile (Livingstone, 1929, p. xxi).

In the early 18th century when Rousseau said, "I hate books, they only teach us to talk about things we know nothing about" (Foxley, 1950, p. 147), he not only expressed his desire to learn and to teach from the unwritten book of our (his) experience but also denounced man's traditional ways of learning from the textbooks. Consequently, in "Social Education" (for Emile) he outlined a curriculum based on student interests, initiatives, and experiences with their own society and its issues and concerns.

The contents and methodology of social education as Rousseau envisaged them were very effective at that time. Thereafter, they lay buried to surface again a century or more later. As if, to revive Rousseau's educational theories, educators and curriculum

developers at the turn of this century began to develop school curricula based on student interests, initiatives, and experiences. This was all the more needed as the repercussions of the two world wars and the dawning of the "sputnik age" ushered in an awareness of the values and value alternatives in our societal and educational processes. As a result, school curricula, especially in North American schools, were modified in all branches of learning, including social studies.

Scholars, writers, and teachers studied, analyzed, and assessed the academic worthiness and the relevance of traditional social studies programs to the changing pattern of contemporary society and student needs. Many critics (Higgins, 1964; Kim, 1965; Banister, 1966) condemned the traditional social studies program as antiquated, outmoded, and obsolete. It would seem that the content and methodology employed to implement such programs are irrelevant to the needs and interests of contemporary students.

Amidst the wave of criticism and condemnation of the traditional social studies programs all across the United States, there were positive suggestions to remedy the situation. Out of these suggestions came a new social studies program called "Current Events" with guidelines to select its content areas from current or contemporary issues and concerns.

Origin and Growth of "Current Events" Programs

The earliest effort that contributed to the selection of content areas of "Current Events" or "Contemporary Affairs" programs in schools in the United States was begun in 1929. Neal Billings, a doctoral

student under the direction of Dr. Harold Rugg, suggested that social studies should enable students to make "generalizations" in the areas of social sciences. These "generalizations" were best made in the teaching-learning situations where the student through analysis comparisons, and identifications discovered likenesses and similarities in his or her personal needs as well as experiences of every day life (Rugg, 1929).

Billings' contribution to help students make such generalizations consisted of providing a reference resource known as Generalizations Basic to the Social Studies Curriculum. Ironically, it was a reference resource for the teachers rather than the students. In it Billings maintained that the curriculum content for social studies should be selected from materials based on the writings of men recognized in their fields as "the best minds."

In 1936 Mary F. Balcolm, a doctoral student working at Colorado State Teachers' College produced another important piece of research in this area. From an examination of periodicals from 1858 to 1933, Balcolm was able to compile a reference resource for the teachers engaged in teaching this new social studies program. Indirectly, though, Balcolm also tried to help students draw "generalizations" relevant to their needs and experiences.

In 1949 John Moorman, a graduate student at the State University of Iowa, further contributed to the efforts of Balcolm and Billings. Moorman identified specific concepts that should have been emphasized in a social studies program of this nature. He carried the study further to the point of testing high school and college students to see

if they were aware of these specific concepts and were capable of drawing "generalizations" based on personal needs and experiences within their society.

In 1954, Malcolm Douglass of Claremont Graduate School in California suggested that "the educator must draw on the specialists in selecting curriculum content" (Hanna, 1957). The purpose of Douglass' study was to provide a resource document for all persons--teachers, administrators, parents, writers--influencing the selection of content for the social studies curriculum. Like Billings, Douglass, too, suggested that the writings of leading thinkers in the fields of economics, geography, sociology, government, law, culture, anthropology, and other social sciences should be used for the selection of content for this program.

Douglass' study was the beginning of a series of investigations in the area of Current Events Programs in the United States. Utilizing the techniques of Douglass' dissertation, ten other scholars under the direction of Paul Hanna of Stanford University successfully completed the series. These scholars helped teachers and students in identifying generalizations relevant to the following areas of social studies:

- (1) organizing and governing;
- (2) providing recreation;
- (3) protecting and conserving human and natural resources;
- (4) expressing religious impulses;
- (5) expressing and satisfying aesthetic impulses;
- (6) transporting people and goods;
- (7) producing, exchanging, distributing and consuming food, clothing, shelter, and other consumer goods and services;

- (8) communicating ideas and feelings;
- (9) providing education;
- (10) creating tools, techniques and social arrangements.

During the 1960's, under the direction of Jerome S. Bruner, there developed a new program in contemporary issues and concerns relevant to American society. This program, Man: A Course of Study, provided a series of films to aid teachers in developing programs where students could explore and appreciate themes and settings that were relevant to their social environment. Some of the films developed were:

- (1) "The Living Space": It included scenes of student interaction with various aspects of cultural environments outside their own.
- (2) "How to Deal with Our Aged": It focused upon a situation where students could observe the attitudes of individual members of a different cultural group towards their aged.
- (3) "The Philosophy of Life": It provided an opportunity for adolescents to speculate on the purpose of life as perceived by different cultural groups within a nation.
- (4) "Aggression": Here were different situations where young people were forced to deal with aggression; they were shown how aggression can be dealt with rationally, in a very human way, as opposed to a "brute way."
- (5) "The Mural": This was a situation where students could study, analyse and explain to one another the historical and technological aspects of some of the major industries in North America.

Origin and Growth of Issues and Concerns Programs in Canada

Unlike the United States, scholars in Canada were slow to react to the growing need for the new social studies program in Canadian schools. Hence, little attention has been paid to "Current Events" programs.

A leading attempt to study the need for a "Canadian Studies" program in Canadian schools was made by A.B. Hodgetts and his associates during the mid-nineteen sixties. Strictly speaking this study did not recommend either a "Current Events" program as it was implemented in the United States schools or a "Canadian Problems" program as it was implemented in Newfoundland schools. Hodgetts' major concern

... has been the goal of national understanding. He cites "the awesome task of 'transmitting the cultural heritage, inspiring pride in the past, encouraging reasonable loyalty, and fostering the development of responsible democratic citizens'." It was the task of the National History Project to describe, not to prescribe; to hold the mirror up, to let us see ourselves and see for ourselves. The intent was not destructive but creative; to generate interest and concern, to encourage further exploration, to urge that the provinces work together in the mutual cause of national awareness and understanding (R.W.B. Jackson, "Foreword" to What Culture? What Heritage?, 1968).

However, Hodgetts advocated a Canadian Civic Education Program for all secondary schools in Canada.

In 1975, Mel Hurtig conducted a nation-wide survey in Canada. He requested a cross section of students in the last year of their high school to complete a questionnaire. From the responses of the students Hurtig assessed the extent of student information about rather than student attitudes toward Canada and Canadian affairs. Even so Hurtig's "tabulation of the results provided a dismaying picture of students' knowledge of their own country" (Robinson, 1975, p. 1).

In 1975, the Commission of Canadian Studies presented its report to the Association of Universities and Colleges of Canada. Its main theme was "To Know Ourselves." Having been appointed to study, report, and make recommendations on the state of teaching and research in various fields of study relating to Canada at Canadian universities, this Commission presented its report (in two volumes) on areas such as,

- (1) the rationale of Canadian studies;
- (2) inclusion of Canadian affairs in selected areas in university curriculum;
- (3) Canadian studies abroad;
- (4) survey and analysis of Canadian studies in the Community Colleges;
- (5) the state of Canadian Archives;
- (6) the state and extent of audio-visual resources and other media support for the teaching and learning of Canadian studies.

Even though this report focused on college curriculum, it contained relevance towards and implications for Secondary School Social Studies, particularly for the teaching of contemporary Canadian affairs, insofar as it helped students to prepare themselves for further studies in this area, probably at university level.

On specific content areas like environment and environmental problems, bilingualism, minority groups, ethnic studies, the October Crisis of 1970, and crime in Canada, numerous surveys have been conducted. Reports of some of these surveys have been submitted to provincial governments and other private organizations. These, too, deal with public opinions or professional and scholarly views rather than student attitudes. The proceedings of the Cogito Conference held in Toronto (Ontario)

on October 23rd and 24th, 1975, dealt with 18 "current concerns" that have relevance to Secondary School Social Studies in Canada. One of its resolutions was to recommend some of these topics to the Departments of Education in all the provinces of Canada for the purpose of implementing them in their secondary school programs.

The "Thirteen Projects of the Hilroy Fellowship Program" developed by the Canadian Teachers' Federation during the 1969-70 school year dealt with innovations in teaching social studies. These projects were aimed at encouraging and rewarding classroom teachers who were developing new ideas for the improvement of teaching social studies. Many of these projects had commonalities which emphasized individualized learning, field trips, student initiated work-studies, and discussions on current Canadian affairs such as language development in culturally deprived areas, ethnic problems, pollution, and conservation.

In this way, slowly but steadily educators and educational institutions in Canada have developed a new social studies program centered around contemporary "Canadian society" and its "issues and concerns."

Empirical Studies Concerning Contemporary Issues and Concerns

A small number of studies focusing upon "Current Affairs" or "Contemporary Issues" programs have been conducted. Of these only a few deal directly with student attitudes toward issues and concerns. Of the thirteen empirical studies cited in this review, three describe the need for programs of this nature in our secondary schools; the others reveal the nature and impact of some specific issues and concerns on society as a whole and thereby, indirectly their attitudinal effects upon students.

Studies Describing the Need for "Issues and Concerns" Programs

Almost a quarter of a century ago, Gross (1952) investigated student attitudes toward "controversial issues." The primary purpose of this study was to investigate the need for these issues in social studies classes as stated by students. The investigator's experience as a social studies teacher for several years provided the base for his assumption that students in the upper levels of secondary schools preferred to have included in their social studies "Current Affairs" or "Controversial Issues." The sample consisted of thirty students attending grade twelve class in an urban school system in Florida. Data was collected in several ways--questions and answers, group discussions, and written essays on the merits and demerits of implementing controversial issues in regular classroom situations helped him to understand student attitudes. No statistical analysis of the data was involved. Comparison and analysis of the raw data revealed that 22 out of 30 students strongly desired to have controversial issues implemented in teaching-learning situations; over 50 per cent of the students felt that they were not competent enough to commit themselves to a controversial issue unless their opinions were supported by the value judgments of the teachers. However, many students in upper grades held their own set opinions which could not be altered unless discussed in public or taught by employing "socratic" or "inquiry" methods in classroom situations. A majority of students examined felt that social studies teachers were in a better position to give unbiased opinions on controversial issues.

Greenblatt's (1962) study endeavored to determine the factors that contributed to elementary students' preference for subjects. This

TABLE 1
RESEARCH STUDIES THAT INVESTIGATED THE NEED
FOR "ISSUES AND CONCERNS" PROGRAMS

Author	Place	Population	Purpose of the Study	Procedures and Treatments	Outcomes
1. Gross (1952)	Florida	Grade 12 students.	To assess students' felt need for programs of this nature.	Interviews, essays, and responses to questions. Percentages were mathematically calculated and differences assessed.	Over 73% expressed the need for issues and concerns in social studies classes.
2. Greenblatt (1962)	California	Students from Grades 3, 4, and 5.	To determine the factors that cause children's preference for a particular subject.	Asked to rank each subject in the order of their preference and to state reasons for choice. Chi-square analyses were employed.	Preference for social studies was significant at .05 level. Most students preferred issues and concerns in the social studies content areas.
3. Scriven (1977)	Illinois Secondary Schools	Business Education Teachers.	To determine whether or not the Business Education teachers were interested in implementing "issues and concerns" in their classroom situations.	Questionnaire was used. Respondents had to explain the answers. Data was analyzed to compare the percentages.	Business Education teachers were disinterested unless these issues were developed and offered as a full course.

study involved 300 students attending grades 3, 4, and 5 in different schools in California. Students were asked to rank each subject they were taught in their classroom in the order of their preference; they also had to write in their own words the reasons for their choice of rank for each subject. In this way the researcher could determine the relationship that existed between children's preference for the subject based upon variables such as sex, achievement, level of intelligence, and teacher influence.

Analysis of the data revealed that elementary school children's preference for social studies was significant. Test results were subjected to chi-square analysis, and a .05 level of significance was set for each of the hypotheses tested. It was concluded that students' preference for social studies varied according to their (a) ability to read, (b) level of intelligence, (c) advancement in their grades, and (d) teacher introduced innovations. The higher the grade level of students on all these variables the higher the rank they gave to social studies. However, exceptions were found with regard to intelligence: the tendency was that the "brighter" boys preferred science or arithmetic and "brighter" girls preferred music or spelling over social studies. The researcher also found that many more students would have ranked social studies still higher, had it required group activities. Students tended to prefer a subject if they had opportunities to "show off" in group activities. His recommendation pertinent to social studies was that even at the elementary level social studies programs should be relevant to the practical and personal life of the students.

Scriven (1977) observed the attitude of Business Education teachers towards controversial issues. Scriven's purpose was to determine

whether Business Education teachers felt the need for discussing political and socio-economic issues in their classroom, and if so, whether they encouraged such discussions.

Scriven's study included a list of twenty-six current "Controversial Issues" which he mailed to all Business Education teachers in Illinois secondary schools. The respondents were asked to indicate whether they had discussed these topics in their classroom during the previous year. If one or more of these topics had been discussed, the teacher had to narrate the context in which the discussion took place. Analysis of the data revealed that only four of these topics had been discussed at least once by 50 per cent or more of the 441 teacher respondents. The discussed topics were "Consumerism"--65 per cent, "Social Security"--62 per cent, "Inflation"--56 per cent, and "Unemployment"--52 per cent. These topics were discussed because of their inclusion in the textbook materials. Less than 25 per cent of the teachers discussed such issues as "aid to minority groups," "fighting organized crime," "government subsidized program" (for the poor and the needy), "health services," "revenue sharing," "school integration," and other vital issues.

As an outcome the investigator suggested that unless special programs centering around such "vital issues" were developed and implemented, students even in Business Education classes will graduate unaware of the "problems and issues that shape the world they will inherit."

Studies Describing the Problem of Poverty

After surveying a cross-section of American people, McGovern (1974) found that even in North America poverty is more than an academic

TABLE 2
RESEARCH STUDIES DESCRIBING THE RELEVANCE OF "POVERTY"
IN "ISSUES AND CONCERNS" PROGRAMS

Author	Place	Population	Purpose of Study	Procedures and Treatments	Outcomes
1. McGovern	United States of America	A cross-section of the American public (report does not indicate how many were involved).	To determine the extent of actual poverty in the United States of America, and to draw conclusions relevant to academic programs.	Questionnaires which demanded the knowledge of and attitudes toward the issue of poverty; interviews of people and investigation of government documents. (Statistical procedures were not reported).	"Poverty" is a paradox in North American life styles. Though unbelievable, there exists suffering, poverty in North America. Educational programs should help students to develop healthy attitude towards poverty and the poor.
2. Bouma (1976)	United States of America	A cross-section of the American public (report does not indicate how many were involved).	To investigate people's awareness of poverty as an academic concept and as a reality.	A nation-wide inquiry; used questionnaires, direct personal interviews and search into government documents.	The public were not adequately informed of this problem. What information they had was incorrect. Any effort from the part of the government to re-educate the masses was expensive. Hence schools should shoulder the responsibility.

concept. There are many who suffer from the want of their basic needs and thereby live the reality of poverty. In McGovern's own words, "certain groups among the poor in the United States have particularly acute hunger because of special nutritional vulnerability or due to their exclusion from present food assistance programs." In his inquiry many families were asked what would they do if they got \$50.00 or more? The reply in most cases was, 'spend it on food'."

McGovern's study was oriented to give this issue an academic perspective. Therefore, he emphasized that students must be made aware of the actual poverty in North America. McGovern suggested that educators and educational institutions should help students play their role in eradicating poverty from the face of the earth.

Through a nation-wide survey and search into United States Senate Committee and Bureau of Census Reports, Bouma (1976) came to the conclusion that poverty in North America has three distinct faces: hunger and starvation, felt needs, and income inadequacy, and all of these faces has academic as well as practical significance. The general purpose of Bouma's study was to determine (a) to what extent poverty was a real problem in North America, and (b) whether or not there were differences between actual poverty and publicized poverty in North America.

Bouma's study revealed that,

- (1) "the emotionally charged assertion that X-million people go to bed hungry every night in the United States is blatantly ridiculous";
- (2) a high incidence of malnutrition in the United States was found among college students and that it cut across all income levels;
- (3) five per cent of the patients in major American hospitals suffered from severe malnutrition as a result of their hospital stays;

(4) the number of Americans suffering from malnutrition dropped from 18 million in 1969 to 12 million in 1973;

(5) as the poverty level decreased among the public, the welfare expenses increased within the government.

Among the recommendations Bouma made, one that has relevance to this study was that the young should be informed about their nation's problems.

Studies Describing the Problem of Crime

Mahoney (1976) described a project he and his associates conducted to determine the attitudes of offender students toward (a) school, (b) society, and (c) themselves (being charged with offensive activities). The project involved three colleges: Florida Junior College at Jacksonville; Central Piedmont Community College in Charlotte, North Carolina; and the Community College of Denver, Colorado. At the pilot stage in 1974, this project enrolled 712 offender students from all three colleges. Only 30 per cent of them had completed high school education. During the experimental period students were not permitted to stay away from their training centers. Within their respective schools they were given regular academic training as well as job training. They were paid for any work they did outside their training schedule; the money they so acquired could be spent on whatever justifiable purpose they deemed appropriate. Only male students were enrolled.

This project was aimed at,

- (1) providing educational and human service assistance to offender students;
- (2) developing collaborative relationships among the colleges involved;

TABLE 3

RESEARCH STUDIES DESCRIBING THE RELEVANCE OF "CRIME"
IN "ISSUES AND CONCERNS" PROGRAMS

Author	Place	Population	Purpose of Study	Procedures and Treatment	Outcomes
1. O'Hagan (1977)	England (Glasgow)	Secondary school students between 13 and 16 years of age.	To determine the difference in attitude between offender and non-offender students toward school, teachers, society and social norms.	Group discussions, interviews, essays, and questionnaires. Both groups were treated in different classroom situations. Data was subjected to "The Median Test."	Their attitudes differed significantly. There was no significant difference in the area of knowledge of the two groups.
2. Mahoney, (1976-77)	Florida, Colorado and North Carolina	Students from Junior Colleges.	To provide educational and human service assistance and to inform the various aspects of crime and crime related concepts.	Observations in teaching-learning situations where special academic and job trainings were offered. Students were unaware of being evaluated. Hence, data was not subjected to any statistical analysis.	Student attitudes could be improved through instruction and individual attention at activities relevant to practical and meaningful life situations. Positive efforts could help students ignore or de-emphasize crime and criminal activities.

- (3) developing program models for schools; and
- (4) informing students of the criminal nature of their offences.

As the researchers visualized it, this project turned out to be extremely useful for three reasons. First, it helped the involved students feel themselves productive members of their society. Secondly, it helped them overcome any negative experience they had in their education. Finally, it helped them utilize the information and the experiences they had gathered to improve their behavior and attitudes towards society and social institutions.

In conclusion, the researchers upheld the novel method involved in teaching crime and crime related concepts to children. Traditionally, children were taught that crime was a moral evil, offensive, and criminal. Hence, children had been led away from the cognitive aspect of crime. In contrast the researchers aimed at developing in students the positive values of society. They wanted students to find for themselves the worth and dignity of human beings and their lawful needs, and thereby indirectly enabling them to reject a criminal tendency if confronted with a choice.

O'Hagan (1977) used group discussions, interviews, and responses to a 42-item questionnaire to investigate the attitude of offender and non-offender students toward school and society. The sample consisted of 120 students, all boys between the ages of 13 and 16 years from several urban area schools in England. Sixty of these were offenders charged with offences. The other sixty were never charged with any sort of offensive activities. Though both groups were attending schools, the offender students were confined to their correctional institutions.

In this study the researcher wanted to investigate,

- (1) whether or not students at this age level held criminal actions, serious, offensive and repugnant to society;
- (2) whether or not there was significant difference in attitudes toward school, academic programs, teachers, society, and social norms between offender students and non-offender students; and
- (3) whether or not experiences and personal relationships at school could alter student attitudes and outlooks.

Data provided by the experimental procedures were subjected to statistical analysis. The Median Test (Seigel, 1956) was used to analyze the responses to the 42-item questionnaire. This led to the following conclusions. Between the two groups of students, there were significant differences in their attitude responses toward study. Non-offender students held more positive attitudes toward school and society. There was no significant difference in their ability to identify actions of a criminal nature. Both groups were competent to evaluate the seriousness of actions that were of a criminal nature. Experiences and personal relationships at school could either ameliorate or alternatively alienate or antagonize students without regard to their being "offenders" or "non-offenders."

Studies Describing Problems of Minority or Ethnic Groups

In a study by Funkland, Peterson, and Trent (1973) it was observed that through instruction in a classroom environment student attitudes toward issues and problems pertaining to minority or ethnic groups within the school environment can be improved. During the school year 1972-73, the researchers conducted their study in a small district

TABLE 4

RESEARCH STUDIES DESCRIBING THE RELEVANCE OF "ETHNIC/MINORITY GROUPS"
IN "ISSUES AND CONCERNS" PROGRAMS

Author	Place	Population	Purpose of Study	Procedures and Treatment	Outcomes
1. Funk-land, Peterson and Trent (1973)	Nevada	Grade XI and XII students.	To determine whether or not there existed significant difference between the two groups in their attitude towards ethnic problems and the study of these problems.	The population consisted of two groups. The experimental group was taught a course on "Ethnic Studies" for one year during their regular classroom situation and the control group was not exposed to this program. A School Sentiment Index with 82 items were administered on both groups and data was subjected to Chi-square analyses.	Significant differences existed between the two groups. The experimental group showed better ability to adjust to situations pertinent to ethnic problems.
2. Jelinek (1977)	England	Primary and secondary school students of 10+, 12+, and 14+ age groups.	To determine what attitudes these students held toward multiracial schools, more specifically toward the social, cultural, educational, and political atmosphere in such schools.	No treatment was given. Different instruments were made and used to study the attitudes of students of different age levels. Analysis of variance and t-tests were employed to analyze the data.	There were significant differences among the different age groups. The older ones showed better performances and a higher degree of "anxiety."

TABLE 4 (Continued)

Author	Place	Population	Purpose of Study	Procedures and Treatment	Outcomes
3. Chaffee (1975)	Madison (Wisconsin)	Children from "Culturally Disadvantaged Families"; also school teachers and university professors.	To determine whether or not teachers' knowledge of students' background had considerable impact on their teaching performances, and students' knowledge of the information provided to the teachers affected their performances.	Information about students were given to the teachers. Students were told about it. Questionnaires were administered on both groups. Separate instruments were devised for students and teachers. Analysis of covariance was used to determine the significant levels.	Teachers should know the backgrounds of their students. Students' knowledge of the information provided had considerable effects on their study. Programs developed mainly for the Anglo-American students had to be revised to fit the multiracial students.
4. Berry (1976)	Canada	The general public--a cross-section of Canadians.	To determine what attitudes Canadians held toward a variety of ethnic groups in Canada, and its educational implications.	A national survey using question-answers and personal interviews. (Statistical procedures were not reported).	Canadians accept ethnic diversity and multiculturalism as social fact. Programs fostering this acceptance among students are to be implemented.

in Western Nevada. The research question was: "Is there a significant difference in the attitude of students enrolled in an ethnic studies course and students not enrolled in the course as measured by a School Sentiment Index?" Between August, 1972 and April, 1973 students in grade eleven and twelve were taught the experimental unit. The control group consisted of sophomores in the same school district; they received no instruction in ethnic studies. In both groups there were children from a variety of ethnic backgrounds. At the end of the experimental period the School Sentiment Index, with 82 items was administered to both groups. Chi-square analysis was employed to analyze the data. The findings of the study showed that there were significant differences in attitudes among the ethnic groups represented. The overall result was that the experimental groups not only showed better attitude responses but also were better disposed in identifying as well as expressing their opinions on issues and problems pertaining to minority or ethnic groups. The researchers concluded "that the ethnic studies class taught in this Nevada secondary school during the school year 1972-73 was successful in attaining its major objectives of improving student attitudes toward school."

Chaffee (1975) in a Study of Consumer Management Patterns of Disadvantaged Families sought teacher attitudes toward children from disadvantaged families as a result of their awareness of their family backgrounds (ethnic life styles). The researcher also collected data concerning student attitudes towards their education, school, and teachers. However, prior to student responses, they were told that the teachers were informed of their family backgrounds, including their

ethnic origin. The researcher's main concern was to determine whether or not the teachers and the programs selected for schools in Anglo-American settings filled the needs and interests of the many cultural groups that are served by them. It was assumed that the value systems of each family and each cultural group would influence its participation in and the acceptance of concepts proposed by educational programs in such schools.

Chaffee's study involved five "disadvantaged families" from Madison, Wisconsin (these families were immigrants from Mexico). An instrument was developed to measure selected middle class values. Teachers involved came from several of Madison's secondary schools, universities, and teacher training colleges. The instrument was administered to the teachers before and after they were informed of the family backgrounds of the selected children. A similar test was also administered to the children involved. Analyses of the data revealed that,

- (1) the value systems of minority or ethnic groups did not digress dramatically from those held by other students;
- (2) children's knowledge of the information (about them) provided to their teachers greatly affected their class participation, i.e., in some cases it helped improve participation;
- (3) teachers' knowledge of these facts greatly improved the teaching-learning situations;
- (4) teacher attitudes toward children of minority or ethnic backgrounds were only moderately influenced by their knowledge of the child's backgrounds.

Recommendations of this study included,

(1) comparative studies were needed to ascertain the relevance of the implications in cases where the general Anglo-American educational approaches were employed with individuals of diverse cultural backgrounds;

(2) institutions of higher learning, particularly teacher-training institutions, should give leadership in implementing innovative programs relevant to the children of ethnic or minority backgrounds;

(3) educators must be aware of the socio-economic backgrounds of their students.

Jelinek (1977) described a report on multiracial education in England. This study was sponsored by the National Foundation for Educational Research in England between April, 1970 and September, 1972. It involved 3,551 elementary and secondary school students attending thirteen primary and twelve secondary schools in various parts of England. Test results of 614 of these students randomly selected provided data for Jelinek's study.

These students, both male and female, came from indigenous (British), Indian (Asian), Pakistani, Kenyan-Asian, West Indian, Cypriot/Italian and miscellaneous backgrounds and belonged to the 10+, 12+ and 14+ age groups. The purpose of this study was to determine student attitudes toward school (in general), school work, and the atmosphere of multiracial schools.

The data were collected by means of student responses to a questionnaire. Analysis of variance and t-tests were employed where appropriate to analyze the data. The study revealed that,

(1) there was a significant difference between males and females in their attitudinal responses toward the three areas tested: the female students showed more positive attitudes;

(2) among the three age groups there was a significant difference in students' perception of multiracial schools: the older the age groups, the less favorable their attitudes toward multiracial schools;

(3) children of lower age groups showed less anxiety in interracial schools;

(4) on the whole general attitudes toward interracial schools were favorable across the three age levels;

(5) in particular, Asian pupils held more favorable attitudes toward multiracial schools;

(6) at 14+ age levels indigenous females held more favorable attitudes across all three general areas of the study.

In conclusion, Jelinek's study stated that though the atmosphere in multiracial schools helped children develop skills for their social living, their academic performances suffered until they became old enough to overcome their "anxiety" and to acquire a sense of responsibility for their work.

Berry (1976) and his associates in their report on "Multiculturalism and Ethnic Studies in Canada: A Summary of National Survey," presented at the Annual Meeting of the Canadian Psychological Association (June 11, 1976), described the attitudes of the Canadian public towards ethnic or minority groups. The researchers categorized attitudes into four domains. They were,

(1) attitudes held by Canadians toward a variety of ethnic groups in Canada;

- (2) general beliefs regarding cultural diversity;
- (3) attitudes toward immigration;
- (4) the psychological phenomenon of prejudice and discrimination.

The two questions that constitute the core of their study were:

- (1) Did Canadians view cultural diversity as a valuable resource?
- (2) Is confidence in one's own identity a prerequisite for accepting others?

The results of this study showed a reasonably high level of over-tolerance for ethnic diversity and general acceptance for multiculturalism as a social fact. The investigators made little reference to its relevance as an academic issue. However, they implied that the attitudes of young Canadians were reflections of the attitudes of the Canadian public in general.

Studies Describing Issues Relevant to Environment

Colozzi and Bjork (1973) studied student attitudes toward "population." Their purpose was to determine what attitudinal effects such issues and problems as ecology, pollution, population explosion, abortion, and other related issues pertinent to the social studies programs had upon the students. The sample for this study consisted of forty-seven students, male and female, coming from the higher social classes and attending two non denominational secondary schools in Nashville, Tennessee.

The experimental period was between December, 1972 and February, 1973. The experimental unit replaced the regular "American History" program for the duration of the experimental period. The researchers

TABLE 5
RESEARCH STUDIES DESCRIBING THE RELEVANCE OF "ENVIRONMENT"
IN "ISSUES AND CONCERNS" PROGRAMS

Author	Place	Population	Purppse of Study	Procedures and Treatment	Outcomes
1. Colozzi and Bjork (1973)	Nashville (Tennessee)	Secondary school students	To determine student attitude toward ecology, pollution, population, abortion, and other related issues pertinent to the regular social studies programs.	Experimental units replaced regular "American History." Student reactions were observed at special lectures and discussion groups. Written essays and short answer responses to a researcher-constructed questionnaire were studied.	An overwhelming majority showed a sincere desire to examine materials relevant to the issues dealt with. Expressed desire to know more, and to learn it from reliable sources.
2. Trent (1975)	Nevada	Nevada secondary school teachers	To determine the "Current Status of Environmental Education" in Nevada secondary schools.	Studied responses to questionnaires and personal interviews. (Statistical procedures were not reported).	All respondents agreed with the manifest need for such programs, but were uncommitted to affirm that it should belong to the realm of social studies or empirical sciences. Need for governmental aid and direct participation was emphasized.

observed student reactions to a series of lectures expressed in question-answer form, written essays, and responses to a questionnaire. During and after the lecture sessions students were given opportunities to discuss openly the issues and problems they felt they needed more information about.

The researchers observed that an overwhelming majority in both class participation and requested written materials, showed a sincere desire to examine materials on sexuality, population education, and environmental problems, as long as they were informed by professionals who were willing to be patient and completely honest.

In conclusion the researchers also observed that:

- (1) students expressed a strong desire to know and to tackle problems pertinent to environment. They expressed discontent at the inadequacy of regular teaching-learning situations to provide them with sufficient information about venereal disease, birth control devices, the complexities involved in controlling population in many South and South-East Asian countries, ways and means of increasing food production, the impact of technology on the civilizations of both the orient and the occident, and other similar environment-related problems;
- (2) there should be people who would not be "afraid to tell students the truth";
- (3) students need more information about issues and concerns relevant to the problems of population and environment than is being given today;
- (3) people, whom students can confide in, can help students change their attitudes towards issues and problems relevant to population and environment.

Trent (1975) investigated the appropriateness of environmental education for secondary schools as the teachers perceived it. Trent's definition of "Environmental Education" included all that Myers and Stitely (1973) suggested to be included, viz., "environment," "ecology," "population," "pollution," and other related issues and concerns such as "abortion," "health care," and "poverty."

The purpose of this study was to determine the current status of "Environmental Education" and the preference and opinions of teachers in the secondary schools of Nevada. The researcher sent out a questionnaire to each school in Nevada. It was carried out during the academic year 1971-72.

Over 70 per cent of the teachers contacted responded, representing forty-two secondary schools. At the time of the research six schools offered a full course on "Environmental Science," five offered a similar course in the area of social studies, and thirty-one offered a separate program that included units on Environmental Education.

Of the 70 per cent of the respondents,

(1) all agreed that environmental study courses should be offered in the secondary schools;

(2) the majority of respondents suggested that such courses should consist of one or more units in a science program. In contrast, a few suggested that such a course should become part of the social studies program;

(3) over 60 per cent of the teachers indicated that either before or along with the implementation of such units, an inservice training program should be introduced for all the Nevada secondary school

teachers. Schools should also be supplied with adequate textbooks and other teaching aids to supplement the existing reference resources;

(4) many respondents feared that some Nevada secondary school teachers were not competent enough to teach programs of this nature effectively. This fear came mainly from science teachers;

(5) schools and teachers needed assistance in planning, developing, and implementing educational programs of this nature.

However, with specific reference to the State Government's awareness of the need for programs of this nature and what they have already done in this area, the researcher cited a study done by Brigham (1972). This study indicated that by 1972 thirty states in the United States of America had either published or were in the process of publishing curriculum guides which were designed to help teachers in their environmental education classes. A further twelve more States by then had plans to help their schools and teachers in this area of their teaching.

Summary

The literature review indicated the growing need for contemporary affairs programs in secondary schools. It also showed the relevance of specific issues and concerns that constitute these programs to the "changing social, cultural, and political conditions (that) continually alter the surroundings and goals of schools and their students" (Bruner, 1960, p. 8).

According to this review secondary school students, especially of the urban areas, favored the inclusion of contemporary affairs or current issues and concerns in their social studies programs. Many

teachers, too, expressed the same view.

Further, it was observed that students of secondary schools and junior colleges held reliable and positive attitudes toward issues and concerns. Or, conversely, the attitudinal effects of issues and concerns, particularly those that pertained to "crime," "environment," "ethnic problems," "multiracial schooling" and "population" were significant with students in the 14+ age groups. However, in general, student attitudes varied with respect to their age, environment, and specific issues and concerns that were treated in their regular classroom situations.

The literature review also indicated the scarcity of research reports in the area of attitude studies pertinent to programs like "Canadian Society: Issues and Concerns." While several studies have indicated student attitudes toward such specific issues as "crime," "poverty," "minority groups" and the like, no study was cited that provided information about student attitudes toward a broad program consisting of contemporary affairs or current issues and concerns.

A justification for this study arises from the literature review which has indicated that a gap exists in the study of student attitudes toward the grade ten social studies course implemented in Newfoundland schools. Specifically, therefore, the literature review has indicated a need to direct a study toward student attitude to the "Canadian Problems" course as it has been implemented in the schools in three geographic regions in Newfoundland.

CHAPTER, III

METHODS AND PROCEDURES

This chapter deals with the methods and procedures used in this study. Separate sections deal with (1) type of instrument used; (2) description of the instrument; (3) validity and reliability of the instrument; (4) population and sample; (5) research design; (6) hypotheses; (7) assumptions and limitations of this study.

Type of Instrument Used

The type of instrument used in this study was developed by Rensis Likert (Fishbein, 1967). While a number of other scales and scale techniques such as the Semantic Differential, the Guttman Scale, the Interest Inventory, and the Checklist could have been used, the Likert Scale Technique was selected because as Kretch and Crutchfield (1958) and Carswell (1970) suggest, this technique is widely used and the items, while requiring care in formulating, are not difficult to construct, administer or interpret.

Also important to this study were two other aspects of the Likert Scale Technique. The first involved student anonymity. While dealing with attitude questions, if respondents are required to state their names on the answer sheet, they might feel threatened, and that might undermine the integrity of their responses. The second concerned the need for group collation of responses. Student responses

reflect such personal traits as the influences of their social, political, religious, cultural, and economic backgrounds. In a study of this nature such traits could be adequately measured and effectively utilized through group collation of responses.

Moreover, the Likert Scale Technique also recognized the possible changes and the consequent loss of information while dealing with groups, and recommended the anonymity of responses. The integrity of responses should offset the loss of information.

The Likert scale technique used a five point continuum of "strongly agree," "agree," "undecided," "disagree" and "strongly disagree." Using this range, students were asked to respond to statements which required a response of "SA" (for Strongly Agree), "A" (for Agree), "U" (for Undecided), "D" (for Disagree), or "SD" (for Strongly Disagree) to indicate the strength of their attitudes towards the given items on the questionnaire.

To determine an arithmetic value for a response, positively stated items were weighted 5, 4, 3, 2, and 1, while negatively stated items were weighted 1, 2, 3, 4, and 5. Scores were then collated and group means obtained.

Description of the Instrument

A researcher-developed questionnaire of 56 items was constructed. Student responses to these items were used as an indication of their attitudes toward the program, "Canadian Society: Issues and Concerns" under four distinct subscale areas. Those subscale areas, with their respective items as presented on the questionnaire, were:

Subscale "A": Overall student attitude responses toward the course, "Canadian Society: Issues and Concerns." Items were numbered 2, 13, 15, 17, 21, 23, 26, 30, 37, 48, 50, and 54. (A total of twelve items).

Subscale "B": Student attitude responses toward the teaching-learning methods of the course, "Canadian Society: Issues and Concerns." Items were numbered 3, 6, 7, 11, 12, 16, 18, 25, 32, 33, 35, 36, 45, 49, 51, and 53. (A total of sixteen items).

Subscale "C": Student attitude responses toward the knowledge they obtained from the course, "Canadian Society: Issues and Concerns." Items were numbered 1, 19, 20, 27, 29, 31, 40, 42, 44, 47, and 56. (A total of eleven items).

Subscale "D": Student responses toward attitude differences that occurred as a result of their exposure to the course, "Canadian Society: Issues and Concerns." Items were numbered 4, 5, 8, 9, 10, 14, 22, 24, 28, 34, 38, 39, 41, 43, 46, 52, and 55. (A total of seventeen items).

All items were randomly arranged on the questionnaire and included items that were positively (30 items) and negatively (26 items) stated.

Validity and Reliability of the Instrument

After designing the instrument it was presented to a total of eleven educators and a group of twenty-three grade ten students. They were asked to provide comments on any aspect(s) of the instrument

where it may have seemed inadequate. The following are the numbers and categories of educators involved in validating the instrument.

Two teachers engaged in teaching English in Junior and Senior High levels evaluated the statements in the questionnaire to determine that they were free from any semantic problems and other ambiguity of meaning.

Two supervisors and one superintendent of education of the schools that provided the sample evaluated the items to minimize any moral and socio-political bias or prejudice the statements in the questionnaire might have contained.

Three classroom teachers actively engaged in teaching the program, "Canadian Society: Issues and Concerns," evaluated for content validity of the questionnaire.

Two professors of the Faculty of Education at Memorial University of Newfoundland helped to formulate the statements on the questionnaire.

Two graduate students (with teaching experience) in the Faculty of Education at Memorial University of Newfoundland with experience in teaching "Canadian Problems" course, helped to identify the content, form, and style of each item on the questionnaire.

Comments from these people were secured and changes in form, style and content were made on eleven items. Finally, fifty-six of the original seventy-six items were selected to be included in the final questionnaire presented to the respondents.

The revised questionnaire was then administered to thirty grade ten students who had followed the course for one full year. Using Cronbach's Alpha (Mehrens and Ebel, 1967, p. 133) reliability for each subscale and the overall questionnaire was determined.

Table 6 shows the reliability coefficients.

TABLE 6
ALPHA RELIABILITY COEFFICIENTS FOR
SUBSCALES ON THE QUESTIONNAIRE

Subscale	Cronbach Alpha
A	.72
B	.40
C	.69
D	.63
Overall	.80

Because of the nature of this study it was considered that a subscale with an Alpha coefficient of 0.40 or less was acceptable. Cronbach and Glaser (1957) used the term "per contra" to describe that type of test that deals with attributes which are often difficult to test. That is the case with this study: Some items in the questionnaire required reasoning habits, definite and explicitly formed attitudes, creativity, and application of knowledge.

While it is desirable in a cognitive study to obtain a reliability coefficient of the magnitude of 0.80 or better, the nature of this attitude research should justify the acceptance of much lower levels of reliability. However, it should be noted that except for subscale "B" reliability coefficients were reasonable for attitude scales.

Population and Sample

While this study was being conducted there were over 5,000 grade ten students enrolled in "Canadian Problems" course in the Province of Newfoundland. Even though, technically speaking, a certain number of these 5,000 or more students, randomly selected from one or more schools could have provided the sample for this study, it was desirable that the sample should be representative of differing geographical and demographical regions. This could not be assured if random selection procedures had been used, and it is a limitation of this study. If random selection procedures had been used, probably student responses would have indicated the attitudes of similar groups rather than the attitudes of individuals from dissimilar groups. To avoid the possibility of such a result, it seemed necessary to divide the entire population into three geographically and demographically different regions--large urban area, small urban area, and rural area, and to select the sample from representative schools. Even so, a randomized selection of one school from each region appeared to be impractical. For reasons of their own, many schools were not available to contribute students to the sample. Therefore, it was necessary to select the sample from schools that were available provided they represented the different regions. Ultimately, however, all three regions together provided a total sample of 210 students.

Each region provided students from two grade ten classes: one class where "Canadian Problems" was being offered, and another class where it was not being offered.

According to the recommendations of the Department of Education in Newfoundland, "Canadian Problems" is an elective course. Therefore,

within grade ten classes across the province almost all schools have two groups of students: those who are involved in the course "Canadian Problems" and those who are not involved in the course.

The division of students into these groups is based mainly on the students' own vocational aptitudes and personal desire rather than upon their a priori knowledge of the content and methodology of the course. Therefore, in both groups there were students who were naturally interested in or apathetic and averse to this course. Similarly, in both groups there were students with high, average, and low intellectual abilities, achievement potentials and attitudinal dispositions.

For the sake of this study the groups that followed the course "Canadian Problems" for one year beginning September, 1976, were considered as the "treatment group" and those involved with another subject experience were considered the "control group." Table 7 illustrates the number of students in each group and the regions they represented.

TABLE 7

DISTRIBUTION OF STUDENTS TO
TREATMENT AND CONTROL GROUPS

Region	No. of classes	Treatment group students		Control group students		Total
St. John's Large Urban Area	2	1	39	1	33	72
Grand Falls Small Urban Area	2	1	42	1	32	74
St. Barbe Rural Area	2	1	38	1	26	64
Total	6	3	119	3	91	210

Research Design

An adaptation of Campbell and Stanley's (1963, p. 25) "Post-test-Only Control Group Design" was used in this study. The format was as follows:

R	X	O
R		O

where,

R = modified randomization of the treatment and control groups

X = the treatment

O = the attitude test administered to both groups

As Campbell and Stanley (1963, p. 6) designed it, "R" represents the "random assignment (of the sample) to separate treatment and control" groups. However, in this modified design, due to the nature of the treatment and due to the nature of the process by which the sample was picked, "R" represents the groups that were already formed into separate "treatment" and "control" groups. The sample for this study were those students who had voluntarily opted, independent of the research and independent of any a priori knowledge they had of the treatment program, to follow the "Canadian Problems" course and who, therefore, were already self-selected to either the treatment or control groups.

Treatment consisted of regular classroom procedures involving teacher instructions, student discussions (in groups), written assignments, and other individual as well as group activities such as reports on assigned topics, panel discussions, and open debates pertinent to the content areas of "Canadian Problems" course. These classes were conducted for a period of one academic year beginning September, 1976. However, it was probable that except for the general objectives of this

course and for the guidelines given by the Department of Education to the teachers involved, there were few common activities or identical classroom procedures in all three regions. Therefore, to this extent the content areas selected and the methodology employed in each region were suited to the needs and interests of the unique student groups involved.

The control groups were not exposed to any of the actual teaching-learning situations offered to the treatment classes. However, it was expected that since mass media presentations were recommended as a reference resource for the treatment program, and since both treatment and control groups were equally exposed to these media, the fifty-six items on the questionnaire would elicit an attitudinal response from the control group that had been influenced at least partially by the media. Therefore, the same attitude questionnaire could be administered to both groups.

Even though the attitude questionnaire could have been administered to the control group at any time during the school year 1976-77, it was administered to them at the same time as the treatment group. This enabled the researcher to control such variables as maturation, student interaction, increased exposure to reference sources common to both groups and the subsequent increased awareness of knowledge about contemporary Canadian society. However, it was administered in different regions on different dates, but within the same week. The fact that the researcher himself could administer the tests to all classes in all regions helped to control any possible student to

student and student to teacher interaction during the test administration. This ensured standard administration of the questionnaire.

The following analysis techniques were used:

(1) Grand means of treatment group student responses and that of the control group student responses were collated and subjected to 2×3 analysis of variance. This determined the significance of difference between the combined treatment group and control group students for all fifty-six items on the questionnaire.

(2) Non-directional t-tests were employed on the treatment group student responses and that of the control group student responses. This determined the significance of difference between the treatment group and control group in each of the three geographic regions on all fifty-six items on the questionnaire.

(3) Class means of the responses to the items of each of the subscale areas by the treatment class students were subjected to non-directional t-tests. This determined the significance of differences between treatment classes for each subscale area examined.

A significant level of .05 was established a priori for each of the hypotheses tested.

Table 8 illustrates the comparisons used to identify various hypotheses formulated under this design.

TABLE 8
COMPARISONS USED TO IDENTIFY
THE STATISTICAL HYPOTHESES

Regions Involved	Subscale Areas	Treatment Groups		Control Groups	Tests of Significance
Large urban area, small urban area, and rural area combined	Subscales A,B, C, and D combined	$\mu.1..$		$\mu.2..$	ANOVA
Large urban area	Subscales A,B, C, and D combined	$\mu.11.$		$\mu.21.$	t-test
Small urban area	Subscales A,B, C, and D combined	$\mu.12.$		$\mu.22.$	t-test
Rural area	Subscales A,B, C, and D combined	$\mu.13.$		$\mu.23.$	t-test
Large urban area and small urban area	Subscale "A"	$\mu.111$	$\mu.121$		t-test
	Subscale "B"	$\mu.112$	$\mu.122$		t-test
	Subscale "C"	$\mu.113$	$\mu.123$		t-test
	Subscale "D"	$\mu.114$	$\mu.124$		t-test
Large urban area and Rural area	Subscale "A"	$\mu.131$	$\mu.111$		t-test
	Subscale "B"	$\mu.132$	$\mu.112$		t-test
	Subscale "C"	$\mu.133$	$\mu.113$		t-test
	Subscale "D"	$\mu.134$	$\mu.114$		t-test
Small urban area and Rural area	Subscale "A"	$\mu.121$	$\mu.131$		t-test
	Subscale "B"	$\mu.122$	$\mu.132$		t-test
	Subscale "C"	$\mu.123$	$\mu.133$		t-test
	Subscale "D"	$\mu.124$	$\mu.134$		t-test

Subscript order: students, experimental group, region, subscale.

Statistical Hypotheses

The following were the statistical hypotheses used for this study:

1. $H_0 : \mu_{.1..} = \mu_{.2..}$

There is no significant difference in the attitude response between treatment group and control group toward "Canadian Problems" course.

Alternative, $H_1 : \mu_{.1..} \neq \mu_{.2..}$

There is a significant difference in the attitude response between treatment group and control group toward "Canadian Problems" course.

2. $H_0 : \mu_{.11.} = \mu_{.21.}$

There is no significant difference in the attitude response between the treatment group and control group of a large urban area toward the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.11.} \neq \mu_{.21.}$

There is a significant difference in the attitude response between the treatment group and control group of a large urban area toward the "Canadian Problems" course.

3. $H_0 : \mu_{.12.} = \mu_{.22.}$

There is no significant difference in the attitude response between the treatment group and control group of a small urban area toward the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.12} \neq \mu_{.22}$.

There is a significant difference in the attitude response between the treatment group and control group of a small urban area toward the "Canadian Problems" course.

4. $H_0 : \mu_{.13} = \mu_{.23}$.

There is no significant difference in the attitude response between the treatment group and control group of a rural area toward the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.13} \neq \mu_{.23}$.

There is a significant difference in the attitude response between the treatment group and control group of a rural area toward the "Canadian Problems" course.

5. $H_0 : \mu_{.111} = \mu_{.121}$

There is no significant difference in the general attitude response between the treatment groups of a large urban area and a small urban area toward the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.111} \neq \mu_{.121}$

There is a significant difference in the general attitude response between the treatment groups of a large urban area and a small urban area toward the "Canadian Problems" course.

6. $H_0 : \mu_{.131} = \mu_{.111}$

There is no significant difference in the general attitude response between the treatment groups of a rural area and a

large urban area toward the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.131} \neq \mu_{.111}$

There is a significant difference in the general attitude response between the treatment groups of a rural area and a large urban area toward the "Canadian Problems" course.

7. $H_0 : \mu_{.121} = \mu_{.131}$

There is no significant difference in the general attitude response between the treatment groups of a small urban area and a rural area toward the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.121} \neq \mu_{.131}$

There is a significant difference in the general attitude response between the treatment groups of a small urban area and a rural area toward the "Canadian Problems" course.

8. $H_0 : \mu_{.112} = \mu_{.122}$

There is no significant difference in the attitude response between treatment groups of a large urban area and a small urban area toward the teaching-learning methods of the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.112} \neq \mu_{.122}$

There is a significant difference in the attitude response between treatment groups of a large urban area and a small urban area toward the teaching-learning methods of the "Canadian Problems" course.

9. $H_0 : \mu_{.112} = \mu_{.132}$

There is no significant difference in the attitude response between treatment groups of a large urban area and a rural area toward the teaching-learning methods of "Canadian Problems" course.

Alternative, $H_1 : \mu_{.112} \neq \mu_{.132}$

There is a significant difference in the attitude response between treatment groups of a large urban area and a rural area toward the teaching-learning methods of the "Canadian Problems" course.

10. $H_0 : \mu_{.122} = \mu_{.132}$

There is no significant difference in the attitude response between the treatment groups of a small urban area and a rural area toward the teaching-learning methods of the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.122} \neq \mu_{.132}$

There is a significant difference in the attitude response between treatment groups of a small urban area and a rural area toward the teaching-learning methods of the "Canadian Problems" course.

11. $H_0 : \mu_{.113} = \mu_{.123}$

There is no significant difference in the attitude response between treatment groups of a large urban area and a small urban

area toward the knowledge they have obtained from "Canadian Problems" course.

Alternative, $H_1 : \mu_{.113} \neq \mu_{.123}$

There is a significant difference in the attitude response between treatment groups of a large urban area and a small urban area toward the knowledge they have obtained from "Canadian Problems" course.

12. $H_0 : \mu_{.113} = \mu_{.133}$

There is no significant difference in the attitude response between treatment groups of a large urban area and a rural area toward the knowledge they have obtained from "Canadian Problems" course.

Alternative, $H_1 : \mu_{.113} \neq \mu_{.133}$

There is a significant difference in the attitude response between treatment groups of a large urban area and a rural area toward the knowledge they have obtained from "Canadian Problems" course.

13. $H_0 : \mu_{.123} = \mu_{.133}$

There is no significant difference in the attitude response between treatment groups of a small urban area and a rural area toward the knowledge they have obtained from "Canadian Problems" course.

Alternative, $H_1 : \mu_{.123} \neq \mu_{.133}$

There is a significant difference in the attitude response between treatment groups of a small urban area and a rural area toward the knowledge they have obtained from "Canadian Problems" course.

14. $H_0 : \mu_{.114} = \mu_{.124}$

There is no significant difference in the attitude response between treatment groups of a large urban area and a small urban area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.114} \neq \mu_{.124}$

There is a significant difference in the attitude response between treatment groups of a large urban area and a small urban area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course.

15. $H_0 : \mu_{.114} = \mu_{.134}$

There is no significant difference in the attitude response between treatment groups of a large urban area and a rural area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.114} \neq \mu_{.134}$

There is a significant difference in the attitude response between treatment groups of a large urban area and a rural area

toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course.

16. $H_0 : \mu_{.124} = \mu_{.134}$

There is no significant difference in the attitude response between treatment groups of a small urban area and a rural area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course.

Alternative, $H_1 : \mu_{.124} \neq \mu_{.134}$

There is a significant difference in the attitude response between treatment groups of a small urban area and a rural area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course.

ASSUMPTIONS AND LIMITATIONS

Assumptions

The underlying assumptions of this study are:

- (1) Attitude responses indicated on the questionnaire are considered as "student attitudes."
- (2) Student attitudes towards predetermined issues and concerns of current Canadian society can be measured with reliable instruments.
- (3) Student attitudes so measured indicate,
 - (a) their acceptance or rejection of the course wholly or in part;
 - (b) the merits and demerits of the "Canadian Problems" course;
 - (c) the appropriateness of the same course to Newfoundland situations.

(4) The objectives of this course as outlined in A Curriculum Bulletin: Canadian Problems, Grade X (1975-76) are contingent upon student attitudes toward this course.

(5) The teachers of the three treatment classes were adequately, if not equally, qualified.

(6) Since the suggested curriculum content was to be modified to fit the needs and interests of the students, the individual differences that existed in different teaching-learning situations would have helped rather than hindered the affective effects of this course.

Limitations

The major limitations of this study are the following:

(1) The sample could not be randomly assigned to separate treatment and control groups. The sample picked had already assigned themselves to "treatment" or "control" groups.

(2) Treatment effects on the students varied from region to region.

(3) Only student responses were solicited.

(4) Many current Canadian issues and concerns are value laden.

These values have their emotional repercussions which affect student attitudes differently.

CHAPTER IV

RESULTS AND DISCUSSION OF THE FINDINGS

The purpose of this chapter is to report and discuss the findings of this study. The chapter is divided into two sections:

1. Presentation of the findings, and
2. Discussion of the findings.

Table 9 presents the raw cell mean data that were used in the analysis of variance and appropriate post-hoc analysis.

PRESENTATION OF THE FINDINGS

A 2 x 3 analysis of variance was used to test the statistical hypothesis postulated to probe the overall treatment effect in all three geographic regions combined. Table 10 illustrates the results of this analysis.

The Overall Treatment Effect

Hypothesis 1: $H_0: \mu_{1..} = \mu_{2..}$

Hypothesis 1 postulated that no significant difference in the attitudinal effects of the "Canadian Problems" course upon students would exist between the treatment group and control group. As Table 10 shows this result was significant at .001 level. The null hypothesis, therefore, was rejected and the alternative hypothesis was accepted.

TABLE 9

SUMMATION OF AFFECTIVE RESPONSES: CELL MEAN SCORES BY
GEOGRAPHIC AREA AND STUDENT GROUPS

Geographic Area	Student Group					
	Treatment Groups			Control Groups		
	No. of Students	Mean Score	Standard Deviaion	No. of Students	Mean Score	Standard Deviation
Large Urban Area	39	205.70	14.60	34	196.98	10.36
Small Urban Area	42	198.24	12.38	31	201.42	15.02
Rural Area	38	212.50	11.32	26	192.65	12.62

TABLE 10
ANALYSIS OF VARIANCE EMPLOYED FOR THE OVERALL
TREATMENT EFFECT

Source	D/F	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	1	3285.00	3285.00	17.72	.001
Within Groups	208	38572.00	185.44		
Total	209	41857.00			

Analysis of Specific Research Hypotheses

Hypotheses 2 to 16 dealt with

- (1) the overall treatment effects of the "Canadian Problems" course upon students in each geographic region involved--hypotheses 2, 3, and 4;
- (2) the treatment class student attitudes toward the four subscale areas of the questionnaire--hypotheses 5 to 16.

The data provided by these hypotheses was analyzed using t-tests. Linton and Gallen (1975, p. 122) say, "the t-test is a special case of analysis of variance; in fact, the value of t^2 equals F where there are only two treatment conditions." This seemed to justify the employment of t-tests for these hypotheses.

Tables 11, 12, 13, 14, and 15 explain the analyses of the data using t-tests.

Hypothesis 2: $H_0: \mu_{.11} = \mu_{.21}$

Hypothesis 2 stated that there was no significant difference in the attitudinal effects of the "Canadian Problems" course upon students between treatment group and control group in a large urban area. As Table 11 shows, this result was significant at .05 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 3: $H_0: \mu_{.12} = \mu_{.22}$

Hypothesis 3 stated that there was no significant difference in the attitudinal effects of the "Canadian Problems" course upon students between treatment group and control group in a small urban area. As Table 11 shows, this result was not significant. Therefore, the null

TABLE 11
OUTCOMES FOR HYPOTHESES
2, 3, 4

Hypotheses	Regions	Groups	No. of Cases	Group Means	Standard Deviation	D/F	t-value	L/S	Status
2	Large Urban Area	Treatment	39	205.70	14.60	71	2.90	.05	Rejected
		Control	34	196.97	10.40				
3	Small Urban Area	Treatment	42	198.24	15.02	71	1.47	.10	Accepted
		Control	31	201.42	12.38				
4	Rural Area	Treatment	38	212.50	11.32	62	6.57	.001	Rejected
		Control	26	192.65	12.62				

Accepted level of significance: .05 ($t = 2.00$)

hypothesis was accepted.

Hypothesis 4: $H_0: \mu_{.13} = \mu_{.23}$

Hypothesis 4 stated that there was no significant difference in the attitudinal effects of the "Canadian Problems" course upon students between treatment group and control group in a rural area. As Table 11 shows, this result was significant at .001 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 5: $H_0: \mu_{.111} = \mu_{.121}$

Hypothesis 5 stated that there was no significant difference in the general attitude responses of students between the treatment groups of a large urban area and a small urban area toward the "Canadian Problems" course. This hypothesis dealt with subscale area "A" of the questionnaire. It was designed to measure the difference in attitudes of two treatment groups toward the overall course. As Table 12 shows, this result was not significant. Therefore, the null hypothesis was accepted.

Hypothesis 6: $H_0: \mu_{.131} = \mu_{.111}$

Hypothesis 6 stated that there was no significant difference in the general attitude responses of students between the treatment classes of a small urban area and a rural area. This hypothesis was designed to measure the difference in attitudes of two treatment groups toward the overall course. As Table 12 shows, this hypothesis was significant at .001 level. Therefore the null hypothesis was rejected and the alternative hypothesis was accepted.

TABLE 12
STUDENT ATTITUDE RESPONSES TOWARD
SUBSCALE AREA "A"

Hypotheses	Regions Involved	No. of Cases	Group Means	Standard Deviation	D/F	t-value	L/S	Status
5	Large Urban Area	39	43.18	4.19	79	0.99	.20	Accepted
	Small Urban Area	42	44.29	5.66				
6	Large Urban Area	39	43.18	4.19	75	4.70	.001	Rejected
	Rural Area	38	48.05	4.88				
7	Small Urban Area	42	44.29	5.66	78	3.17	.005	Rejected
	Rural Area	38	48.05	4.88				

Accepted level of significance: .05 ($t = 2.00$)

Hypothesis 7: $H_0: \mu_{.121} = \mu_{.131}$

Hypothesis 7 stated that there was no significant difference in the general attitude responses of students between the treatment groups of a small urban area and a rural area toward the "Canadian Problems" course. This hypothesis was designed to measure the difference in attitudes of two treatment groups toward the overall course. As Table 12 shows, this result was significant at .005 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 8: $H_0: \mu_{.112} = \mu_{.122}$

Hypothesis 8 stated that there was no significant difference in the attitude responses of students between the treatment groups of a large urban area and a small urban area toward the teaching-learning methods of the "Canadian Problems" course. This hypothesis dealt with subscale area "B" of the questionnaire. It was designed to measure the difference in attitudes of two treatment groups toward the methodology employed for the "Canadian Problems" course. As Table 13 shows, this result was significant at .005 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 9: $H_0: \mu_{.132} = \mu_{.112}$

Hypothesis 9 stated that there was no significant difference in the attitude responses of students between the treatment groups of a rural area and a large urban area toward the teaching-learning methods of the "Canadian Problems" course. This hypothesis dealt with subscale area "B" of the questionnaire measuring the difference in attitudes of two treatment groups toward the methodology employed for the course.

TABLE 13
STUDENT ATTITUDE RESPONSES TOWARD
SUBSCALE AREA "B"

Hypotheses	Regions Involved	No. of Cases	Group Means	Standard Deviation	D/F	t-value	L/S	Status
8	Large Urban Area	39	59.75	5.06	79	2.69	.005	Rejected
	Small Urban Area	42	56.75	5.00				
9	Large Urban Area	39	59.75	5.06	75	1.94	.10	Accepted
	Rural Area	38	61.84	4.42				
10	Small Urban Area	42	56.75	5.00	78	4.83	.001	Rejected
	Rural Area	38	61.84	4.42				

Accepted level of significance: .05 ($t = 2.00$)

TABLE 14
STUDENT ATTITUDE RESPONSES TOWARD
SUBSCALE AREA "C"

Hypotheses	Regions Involved	No. of Cases	Group Means	Standard Deviation	D/F	t-value	L/S	Status
11	Large Urban Area	39	42.54	4.05	79	1.71	.10	Accepted
	Small Urban Area	42	41.00	4.07				
12	Rural Area	38	45.21	3.10	75	3.25	.005	Rejected
	Large Urban Area	39	42.54	4.05				
13	Small Urban Area	42	41.00	4.07	78	5.17	.001	Rejected
	Rural Area	38	45.21	3.10				

Accepted level of significance: .05 ($t = 2.00$)

As Table 13 shows, this result was not significant. Therefore, the null hypothesis was accepted.

Hypothesis 10: $H_0 : \mu_{.122} = \mu_{.132}$

Hypothesis 10 stated that there was no significant difference in the attitude responses of students between treatment groups of a small urban area and a rural area toward the teaching-learning methods of the "Canadian Problems" course. This hypothesis dealt with subscale area "B" of the questionnaire measuring the difference in attitudes of two treatment groups toward the methodology employed for the course. As Table 13 shows, this result was significant at .001 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 11: $H_0 : \mu_{.113} = \mu_{.123}$

Hypothesis 11 stated that there was no significant difference in the attitude responses of students between the treatment groups of a large urban area and a small urban area toward the knowledge students have obtained from the "Canadian Problems" course. This hypothesis dealt with subscale area "C" of the questionnaire. It was designed to measure the difference in attitudes of two treatment groups toward the knowledge they have obtained from the course. As Table 14 shows, this result was not significant. Therefore, the null hypothesis was accepted.

Hypothesis 12: $H_0 : \mu_{.133} = \mu_{.113}$

Hypothesis 12 stated that there was no significant difference in the attitude responses of students between the treatment groups of a rural area and a large urban area toward the knowledge students have

obtained from the "Canadian Problems" course. This hypothesis dealt with subscale area "C" of the questionnaire measuring the difference in attitudes of two treatment groups toward the knowledge they obtained from the course. As Table 14 shows, this result was significant at .005 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 13: $H_0 : \mu_{.123} = \mu_{.133}$

Hypothesis 13 stated that there was no significant difference in the attitude responses of students between the treatment groups of a small urban area and a rural area toward the knowledge students have obtained from the "Canadian Problems" course. This hypothesis dealt with subscale area "C" measuring the difference in attitudes of two treatment groups toward the knowledge they obtained from the course. As Table 14 shows, this result was significant at .001 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 14: $H_0 : \mu_{.114} = \mu_{.124}$

Hypothesis 14 stated that there was no significant difference in the attitude responses of students between the treatment groups of a large urban area and a small urban area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course. This hypothesis dealt with subscale area "D" of the questionnaire. It was designed to measure the difference in attitude responses of two treatment groups toward the attitude changes that might have occurred in them as a result of their exposure to the course. As Table 15 shows, this result was significant at .005 level. Therefore,

TABLE 15
STUDENT ATTITUDE RESPONSES TOWARD
SUBSCALE AREA "D"

Hypotheses	Regions Involved	No. of Cases	Group Means	Standard Deviation	D/F	t-value	L/S	Status
14	Large Urban Area	39	60.23	5.75	79	3.18	.005	Rejected
	Small Urban Area	42	56.22	5.64				
15	Rural Area	38	57.40	4.40	75	2.43	.01	Rejected
	Large Urban Area	39	60.23	5.75				
16	Small Urban Area	42	56.22	5.64	78	1.04	.15	Accepted
	Rural Area	38	57.40	4.40				

Accepted level of significance: .05 ($t = 2.00$)

the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 15: $H_0 : \mu_{.134} = \mu_{.114}$

Hypothesis 15 stated that there was no significant difference in the attitude responses of students between the treatment groups of a rural area and a large urban area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course. This hypothesis dealt with subscale area "D" of the questionnaire measuring the difference in attitudes of two treatment groups toward the attitude changes that might have occurred in them as a result of their exposure to the course. As Table 15 shows, this result was significant at .01 level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 16: $H_0 : \mu_{.124} = \mu_{.134}$

Hypothesis 16 stated that there was no significant difference in the attitude responses of students between the treatment groups of a small urban area and a rural area toward the attitude changes that have occurred in them as a result of their exposure to the "Canadian Problems" course. This hypothesis dealt with subscale area "D" of the questionnaire measuring the difference in attitudes of two treatment groups toward the attitude changes that might have occurred in them as a result of their exposure to the course. As Table 15 shows, this result was not significant. Therefore, the null hypothesis was accepted.

DISCUSSION OF THE FINDINGS

Results of the 2 x 3 analysis of variance indicated that there existed a significant difference in student attitudes formed by the "Canadian Problems" course between treatment groups and control groups used in this study. Table 16 reports the results for all the statistical hypotheses. However, while the difference between treatment group and control group students in a large urban area and also in a rural area were statistically significant, this difference was not significant for students in a small urban area. As Table 11 shows, in a small urban area, the control group student responses to the questionnaire indicated a higher group mean than the treatment group student responses.

While comparing the treatment group student attitude toward the four subscale areas of the questionnaire, it was observed that there were statistically significant differences, (1) between large urban area students and small urban area students in their attitude toward the methodology employed for this course (subscale "B") and toward the attitude differences resulting from their exposure to the course (subscale "D"); (2) between large urban area students and rural area students in their attitude toward the "Canadian Problems" course as a whole (subscale "A"), toward the knowledge they have obtained from the course (subscale "C"), and toward the attitude differences resulting from their exposure to the course (subscale "D"); (3) between small urban area students and rural area students in their attitude toward the course as a whole (subscale "A"), toward the methodology employed for this course (subscale "B"), and toward the knowledge they have obtained from it (subscale "C").

TABLE 16
RESULTS FOR THE STATISTICAL HYPOTHESIS

Regions Involved	Subscale Areas	Treatment Groups		Control Groups	Results
Large urban area small urban area and rural area combined	Subscales A, B, C, and D combined	$\mu .1.$		$\mu .2.$	.001
Large urban area	Subscales A, B, C, and D combined	$\mu .11.$		$\mu .21.$	.05
Small urban area	Subscales A, B, C, and D combined	$\mu .12.$		$\mu .22.$	Not sig- nificant
Rural area	Subscales A, B, C, and D combined	$\mu .13.$		$\mu .23.$	.001
Large urban area and Small urban area	Subscale "A"	$\mu .111$	$\mu .121$		N.S.
	Subscale "B"	$\mu .112$	$\mu .122$		.005
	Subscale "C"	$\mu .113$	$\mu .123$		N.S.
	Subscale "D"	$\mu .114$	$\mu .124$		.005
Large urban area and Rural area	Subscale "A"	$\mu .131$	$\mu .111$		.001
	Subscale "B"	$\mu .132$	$\mu .112$		N.S.
	Subscale "C"	$\mu .133$	$\mu .113$		.005
	Subscale "D"	$\mu .134$	$\mu .114$		.01
Small urban area and Rural area	Subscale "A"	$\mu .121$	$\mu .131$		.005
	Subscale "B"	$\mu .122$	$\mu .132$		.001
	Subscale "C"	$\mu .123$	$\mu .133$		.001
	Subscale "D"	$\mu .124$	$\mu .134$		N.S.

In the following areas, however, the observed differences were not statistically significant, (1) between large urban area students and rural area students in their attitude toward the course as a whole (subscale "A"), and toward the knowledge they obtained from it (subscale "C"); (2) between large urban area students and rural area students in their attitude toward the methodology employed for this course (subscale "B"); (3) between small urban area students and rural area students in their attitude toward the attitude differences resulting from their exposure to the course (subscale "D").

CHAPTER V

SUMMARY AND CONCLUSION

This study evaluated the attitudinal effects of the course "Canadian Society: Issues and Concerns" which is also known as "Canadian Problems," using grade ten students in Newfoundland schools. Even though this course was initiated as early as the 1973-74 school year, its impact, especially its attitudinal effects upon students have not been investigated.

The only reliable record available on the merits and demerits of this course were the reports received from seven regular classroom teachers who had piloted it in their respective schools in different parts of this province. These reports contain, chiefly, their reasons for recommending it to replace the traditional history course in grade ten classes. These are preserved in the archives of the Department of Education, Division of Curriculum and Instruction, Government of Newfoundland and Labrador.

In the absence of any empirical study determining the affective effects of the "Canadian Problems" course upon grade ten students in Newfoundland schools, this research was initiated and carried out. Its purpose was to investigate the attitudinal effects upon students in three different geographic regions--St. John's, representing a large urban area; Grand Falls, representing a small urban area; and Plum Point in the electoral district of St. Barbe, representing a rural area.

Summary of the Research Procedure

The sample for this study consisted of 210 students, males and females, provided by three schools which represented three different geographic regions--a large urban area, a small urban area, and a rural area--in Newfoundland. The sample from each geographic region was grouped into those who followed the "Canadian Problems" course and those who did not follow it. For the purpose of observation, treatment, and testing for this study those who followed the course were considered as the "treatment group" and the others were the "control group."

The control group students were unfamiliar with the treatment program. During the "treatment period" which lasted one full academic year, control group students followed their respective non-history, elective courses for which they had registered at the beginning of the school year.

The treatment group students were exposed to the treatment program. It consisted of the regular social studies course with Man in Society as the major reference resource. The selection of specific content areas and the methodology to be employed were left to the discretion of the teachers who would conduct this program. The treatment period lasted one school year beginning September, 1976.

At the end of the treatment period, a questionnaire was administered and presented to both groups at the same time, in June, 1977. The fifty-six items in that questionnaire were divided into four attitudinal subscale areas. Student responses to these items indicated the strength of their attitudes toward each of the four subscale areas. These subscale areas were:

1. Student attitude response toward the overall course "Canadian Society: Issues and Concerns"--subscale area "A".
2. Student attitude response toward the teaching-learning method employed for this course--subscale area "B".
3. Student attitude response toward the knowledge they have obtained from this course--subscale area "C".
4. Student response toward the attitude differences that have occurred as a result of their exposure to this course--subscale area "D".

The selection of items under such distinct subscale areas was necessary to define the areas of research and the purpose of this study. An adaptation of Campbell and Stanley's (1963) "Post-test-Only Control Group Design" was used for this study. This design was modified because the process under which the sample was acquired and distributed did not allow for strict random assignment of students to treatment and control groups. A 2 x 3 analysis of variance procedure was used to analyze the data along with t-tests as the appropriate post-hoc analysis procedure.

Summary of the Findings

The findings of this attitudinal investigation were reported separately for each of the statistical hypotheses used to test the research hypothesis. The research hypothesis was intended to establish whether grade ten student attitudes as measured by four subscale areas were affected by the "Canadian Problems".

This study found that there was statistically significant difference in attitudes between the treatment and control group students overall. Further, when treatment and control group student attitudes were compared within the three geographical regions it was found the

treatment groups obtained statistically significant results in the large urban and rural areas but not in the small urban area. These results warranted continuing analysis of the data according to the four subscales embedded in the fifty-six item questionnaire. Results of the treatment group students' attitude responses were as follows.

When treatment group student responses from a large urban area were compared to their counterparts in a small urban area, it was found that statistically significant results were obtained for student attitudes toward the methodology used and their exposure to the course. However, no differences were detected on students' overall attitudes towards the course nor towards the knowledge they acquired from the course.

When treatment group student responses from a large urban area were compared with their counterparts in a rural area, it was found that statistically significant results were obtained for attitudes towards the overall course, but no change was found concerning the method used.

Finally, when treatment group student responses from a small urban area were compared with their counterparts in a rural area, it was found that statistically significant results were obtained for attitudes towards the overall course, the method used, and the knowledge acquired, but no change was found concerning student attitude differences occurred as a result of student exposure to the program.

Discussion of Educational Implications

This attitude study was conducted to determine what effects the new grade ten social studies course "Canadian Problems" had upon students who were distributed in three geographically and demographically different

areas of Newfoundland. Studies by Colozzi and Bjork (1973) in the United States and Jelinek (1977) in England, which investigated student attitudes toward particular issues and concerns or upon variations between responses from students in various grade levels, found statistically significant changes occurred. However, the results of this study which focussed upon student attitude toward four specific areas concerning the "Canadian Problems" course were not as unequivocal.

With respect to the items on the questionnaire dealing with student attitudes toward the overall course and the knowledge students have obtained from it, the rural area student responses exceeded those of the large and small urban area students; further, their attitude responses exceeded those of the small urban area students with respect to the items pertinent to the methodology employed for this course (see Table 17 for means and standard deviations for each region).

However, while comparing the large and small urban area student attitude responses, it was found that large urban area student responses were greater than those of the small urban area students for items dealing with the methodology used for this course and the attitude changes which occurred as a result of their exposure to this course. Further, it was also noted that the large urban area student attitude responses were greater than those of a rural area student's with regard to the subscale dealing with attitude differences which occurred as a result of student exposure to the program.

These results would seem to indicate that perhaps forces greater than student participation in the course were at work. In a post-hoc interview with each of the classroom teachers involved in the treatment program, it was reported that they all followed to a certain extent, the

TABLE 17

SUBSCALE AREAS AND GROUP MEANS AND STANDARD DEVIATIONS

Subscale Areas	Large Urban Areas	Small Urban Areas	Rural Areas
Subscale Area "A"	43.18	44.29	48.05
Standard Deviation	4.19	4.88	5.66
Subscale Area "B"	59.73	56.74	61.84
Standard Deviation	5.06	4.42	5.00
Subscale Area "C"	42.54	41.00	45.21
Standard Deviation	4.05	3.10	4.07
Subscale Area "D"	60.24	56.22	57.40
Standard Deviation	5.75	5.64	4.40

"socratic method" in the actual teaching-learning situations. However, like any other methodological innovations, the "socratic method" employed had its own merits and demerits. As if to confirm what Oliver and Shaver (1966) warned in their Teaching Public Issues in the High School, these teachers observed that "some students" particularly the "less motivated" and the "more shy" were reluctant to commit themselves wholeheartedly to this method of learning.

For the methodology to be a success, particularly in schools where the more traditional didactic approach to teaching and learning is followed, a treatment would have to be implemented on a wide scale, and with strong teacher support. Materials would need to be available, in-service would need to be provided, school supervisors and consultants would need to provide assistance. While teachers have grappled with the teaching of this course, the implementation of it and the support procedures necessary to successfully incorporate this "unique" course, have been found wanting. Consequently, as the teachers have not been adequately prepared to teach this course, instructional preparation has not been as acceptable as it could have been. However, where teachers have spent a lot of time in preparation of this course probably student attitude reflect such preparation. It would seem from the results that both rural and large urban area student attitudes are influenced by such teacher involvement. However, while this was not indicated in student attitude responses from the small urban area in an interview with the teachers involved, it was noted that they had a strong commitment to the "socratic method" in their classrooms and students were provided with an open-ended learning environment.

In conclusion, the government's recommendation to implement "Canadian Problems" in all schools in this province appears to be a satisfactory one. But much is yet to be done to help it serve its purpose. Probably the Department of Education should undertake a large in-service program with teachers, and provide other related services that will help them become better qualified and more prepared to develop and implement this course in their respective classrooms. Teachers might also need help to acquire additional teaching materials and reference resources from which they can draw contents specific to their teaching-learning situations. In this way, with improved instructional methods and teaching-learning situations, students may become more aware of the problems of their community, and will acquire the necessary experience and knowledge to face the challenges caused by the issues and concerns of contemporary Canadian society.

Recommendations for Further Study

The implications of this study with reference to future research are as follows:

- (1) This study should be conducted with a larger sample and using a more representative region in a Canadian context.
- (2) A replication of this study with a sample from different geographic regions in Newfoundland and would illuminate the findings of this study.
- (3) This study should encourage future researchers to investigate the role of "Canadian Problems" programs in helping students to cultivate social studies skills. More specifically, such studies should look into the type of skills "Canadian Problems" programs can help students to develop.

(4) It should help future researchers to study factors that cause attitude differences according to different geographic regions. In all probability such studies will provide direction for the modification of "Canadian Problems" programs, particularly in the areas of reference resources and methodologies.

(5) This study may help teachers to realize that their attitudes toward the implementation of programs of this nature are as much, if not more important as the attitudes of students. Therefore, this study urges the need to investigate teacher attitudes toward similar innovative programs.

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APPENDIX A

95

A Brief Summary of the "Content Areas" of the Major Reference

Resource, Man in Society, Suggested for the Program.

"Canadian Society: Issues and Concerns"

Part I. Major Theme: Poverty

1. Introduction:

What is poverty?

Why are people poor?

Should we be concerned?

What can be done?

What can you do?

2. An Economic Definition of Poverty.

3. What is Poverty in Canada?

Rural poverty--case studies.

Regional poverty--case studies.

4. Who are the poor?

Topics for discussion.

Who or what cause poverty?

Is school an agent to alleviate poverty?

Poor children--described.

Poor families--described.

What is it like to be poor?

5. Poverty in different parts of Canada:

Prince Edward Island.

Sydney, Nova Scotia.

Montreal.

Ottawa.

Topics for discussion.

6. Attitudes about poverty:

The quiet majority.

The discriminated minority.

"Became poor."

7. What is being done about poverty in different parts of the world?

In Sweden.

In Denmark.

In U.S.A.

In Canada.

Part II. Major Theme: Minority Groups

1. Introduction:

The Canadians and the "hyphenated-Canadians."

Attitudes toward further immigration.

2. Minority Groups:

Their origin.

Their status.

The Strangers.

The Selection.

3. Problems caused by the minority groups:

Discrimination factors.

Background--cultural--factors.

Educational factors.

Various attitudinal factors.

Areas of conflict.

Job discrimination.

4. Canadian Immigration Policy:

The Canadian reality.

5. Do the French in Canada belong to the "minority groups"?

Part III. Major Theme: Crime in Canada

1. Introduction:

How serious a problem is crime?

How does crime affect us?

What do we need to know?

2. Causes of Crime:

Can we blame movies and TVs?

3. Nature of the Law:

Do we need laws?

How two leaders approach the same law.

4. Analyses of some major crimes:

Nature of crimes.

Definition of crime.

On the seriousness of crime.

Different types of crime.

5. Controlling crime:

How can crime be controlled?

Who can control crime?

What can the public do?

What can the government do?

What can the courts do?

Part IV. Major Theme: Labor and Management

1. Introduction:

The Big Change.

The worker reaction.

2. Automation:

New machinery destroys jobs.

Mechanization and automation.

How can we automate without killing jobs?

The four day work-week.

3. Tactics:

Labor demands.

Strikes, lock-outs, etc.

4. Where does the power rest?

Different perspectives on the power of unions.

Are the unions strong?

How and what do the unions control?

The voice of the public:

The government shows concern for the workers.

5. International unions:

Whom am I working for?

Canadian labor and American unions.

6. Changing roles:

Who controls the economy?

The role of the worker--unions.

The role of the management.

The role of the government.

Part V. Major Theme: The Future

1. Introduction:

What does the future hold?

2. Technology, its role:

Technology or people.

Life in the 21st century.

Will technology destroy us?

3. Machines that think:

The computerized society.

4. Life styles:

The consumer society and beyond.

5. The population bomb.

6. Discovery of the key to heredity.

7. On the frontiers of science.

APPENDIX B

St. John's.
May 20, 1977.

Rev. Rex Kierley,
Supervisor of Social Studies
and Religious Education,
Avalon Consolidated School Board,
St. John's.

Dear Sir:

This is to request you to please grant me permission to conduct an opinion test on the grade ten students in one of your schools within St. John's urban area. If permitted, this test will be administered on May 30, 1977.

A copy of the questionnaire to the students is enclosed for your perusal. It is possible that some of the items in this questionnaire might be changed or adjusted according to the recommendations of the people currently examining this instrument.

The purpose of this test is to collect data for the thesis I am preparing towards the successful completion of my Master of Education program. My thesis deals with AN INVESTIGATION OF ATTITUDES OF SECONDARY SCHOOL STUDENTS IN NEWFOUNDLAND TOWARD THE GRADE TEN PROGRAM, "CANADIAN SOCIETY: ISSUES AND CONCERNS".

I would greatly appreciate it if you could give me the requested permission at your earliest.

Expecting your kind cooperation

Yours sincerely,

Joseph T. Kannampadam,
Graduate Student (C & I),
Faculty of Education,
Memorial University of Newfoundland,
St. John's.

Supervisor:
Dr. F. Geof Jones,
Dept. Curriculum & Instruction,
Faculty of Education,
Memorial University,
St. John's.

St. John's.
May 20, 1977.

Mr. J. Gedge,
Supervisor,
Exploits Valley Integrated
School Board,
Grand Falls.

Dear Sir:

This is a request to you to grant me permission to conduct an opinion test on the grade ten students in one of your schools within Grand Falls urban area. If permitted, this test will be administered on Tuesday, May 31, 1977.

A copy of the questionnaire to the students is enclosed for your perusal. It is possible that some of the items in this questionnaire might be changed or adjusted according to the recommendations of the people currently examining this instrument.

The purpose of this test is to collect data for the thesis I am preparing towards the successful completion of my Master of Education program. My thesis deals with AN INVESTIGATION OF ATTITUDES OF SECONDARY SCHOOL STUDENTS IN NEWFOUNDLAND TOWARD THE GRADE TEN PROGRAM, "CANADIAN SOCIETY: ISSUES AND CONCERNS".

I would greatly appreciate it if you could give me the requested permission at your earliest.

Expecting your kind cooperation

Yours sincerely,

Joseph T. Kannampadam,
(Graduate Student, C & I),
Faculty of Education,
Memorial University of Newfoundland,
St. John's.

Supervisor:
Dr. F. Geof Jones,
Dept. Curriculum & Instruction,
Faculty of Education,
Memorial University of
Newfoundland,
St. John's, Nfld.

St. John's,
May 20, 1977.

Mr. A. Genge,
Superintendent of Education,
Integrated School Board for
the Strait of Belle Isle,
Flower's Cove.

Dear Sir:

This is to request you to please grant me permission to conduct an opinion test on the grade ten students in two schools within two different rural communities - preferably Flower's Cove and Plum Point - of your school district. If permitted, this test will be administered on June 1 & 2, 1977.

A copy of the questionnaire to the students is enclosed for your perusal. It is possible that some of the items in this questionnaire might be changed or adjusted according to the recommendations of the people currently examining this instrument.

The purpose of this test is to collect data for the thesis I am preparing towards the successful completion of my Master of Education program. My thesis deals with AN INVESTIGATION OF ATTITUDES OF SECONDARY SCHOOL STUDENTS IN NEWFOUNDLAND TOWARD THE GRADE TEN PROGRAM, "CANADIAN SOCIETY: ISSUES AND CONCERNS".

I would greatly appreciate it if you could give me the requested permission at your earliest.

Expecting your kind cooperation

Yours sincerely,

Joseph T. Kannampadam,
Graduate Student, (C & I),
Faculty of Education,
Memorial University of Newfoundland,
St. John's.

Supervisor:
Dr. F. Geof Jones,
Dept. of Curriculum & Instruction,
Faculty of Education,
Memorial University,
St. John's, Nfld.

APPENDIX C

The instrument used in the study. Column 1 indicates the subscale area of the corresponding item, and column 2 indicates whether each item is positively or negatively stated.

STUDENT ATTITUDES TOWARD "CANADIAN SOCIETY: ISSUES AND CONCERNS"

Directions:

1. The following statements are to find out how you really feel about the grade ten course: "Canadian Problems." It is important that you put down how strongly you feel about each statement.
2. When you have completed your responses, place your answer sheet face down on the desk and wait for it to be collected. DO NOT change any responses by looking back over your answer sheet.

3. The following letters on the top-right hand side margin of each page stand for:

SA = STRONGLY AGREE

A = AGREE

U = UNDECIDED

D = DISAGREE

SD = STRONGLY DISAGREE

4. Here is a sample statement and its response:

All grade ten students should take the course, "Canadian Problems".

SA	A	U	D	SD
	X			

If you agree with this statement write a large X in the small area in the second column; however, if you feel you do not agree with this statement, write the same large X in another column that shows your feeling about this statement.

5. If you make a mistake and want to choose another response, erase completely your first choice and mark your new choice.

1. I think that all grade ten students should learn about present Canadian Society.....
2. I do not like the course, "Canadian Problems".....
3. Students will learn better if panel discussions and debates on the major Canadian issues are conducted in "Canadian Problems" class.....
4. Too much foreign investment in Canada makes Canadians dependent on foreigners.....
5. The fact that more than 80% of all what we eat, wear, and enjoy is produced and controlled by foreigners shows that Canada is a great country.....
6. Students who take "Canadian Problems" should spend time in the library doing independent research.....
7. Books supplied to the students on "Canadian Problems" are not good for selecting topics for research work.....
8. Canada is a divided country with peoples of many different cultural backgrounds and regional differences.....
9. Canadian society is changing for the worst...
10. Being a Newfoundlander first and then a Canadian is best.....
11. Students in "Canadian Problems" class should do research work in groups.....
12. Students together with the teacher should pick topics for discussion groups in "Canadian Problems".....

SA	A	U	D	SD
C	P			
A	N			
B	P			
D	P			
D	N			
B	P			
B	N			
D	N			
D	N			
D	N			
B	P			
B	P			

13. Because of the grade ten program "Canadian Problems" many students in my class have increased their interest in Canadian affairs..
14. Canada's problems will be solved if Quebec becomes an independent country.....
15. "Canadian Problems" in grade ten does not help students to develop an interest in Canadian affairs.....
16. Students in "Canadian Problems" class should organize their own groups and select their own topics on current Canadian affairs for their research work.....
17. The text materials used for the "Canadian Problems" program are suitable for my class.
18. I think students in "Canadian Problems" class need not stick to any particular textbook.....
19. I think many students have false information about some current Canadian issues like immigration, minority groups and their rights, welfare system in Canada, labor problems, women's rights, Canada's trade relations, etc.....
20. I think if all high school students follow the course "Canadian Problems," they can understand a great deal more about Canadian affairs.....
21. I think "Canadian Problems" in grade ten teaches much more than what newspapers, newsmagazines, radio, and television teach us about Canada.....

SA	A	U	D	SD
A	P			
D	N			
A	N			
B	P			
A	P			
B	P			
C	P			
C	P			
A	P			

22. Being a Canadian first and then a Newfoundlander is best.....
23. The "Canadian Problems" program in grade ten can give the students much information about Canadian society.....
24. One should not feel himself/herself a "hyphenated-Canadian" like "English-Canadian," "French Canadian," "Italian-Canadian," "German-Canadian," "Ukranian-Canadian," etc.....
25. Where "Canadian Problems" is offered, there should be a very good library with reference materials.....
26. If I were given the option to choose from History, Geography, Economics, and "Canadian Problems" in grade ten I would chose "Canadian Problems".....
27. I think students in grade ten do not have to know anything about the issues and concerns of the Canadian society.....
28. Canada is a nation with great cultural wealth and economic resources.....
29. It is better if all this "junk" about Canada's problems and issues is not taught in our school.....
30. The "Canadian Problems" in grade ten does not give us any more information than the public media like television, radio, newspapers and newsmagazines give us.....

SA	A	U	D	SD
D	P			
A	P			
D	P			
B	P			
A	P			
C	N			
D	P			
C	N			
A	N			

31. Knowing about Canadian society has helped me to adapt and adjust to our problems.....
32. Books supplied to the students on "Canadian Problems" do not deal with issues and concerns of our current society.....
33. "Canadian Problems" is best taught in group discussions and in conversation with teachers and other knowledgeable people.....
34. Canada's multicultural policy is the best that a country like Canada can have.....
35. I like the course in "Canadian Problems" where definite text material is used.....
36. During group discussions the teacher should not help students.....
37. I think the "Canadian Problems" in grade ten is a difficult course.....
38. Canada's multicultural policy is not good and is even dangerous for the unity of this country.....
39. I think the division of Canada into two or more countries is the worst that one can wish for Canada.....
40. The knowledge we gain from the "Canadian Problems" program about Canada's future is very discouraging.....
41. In order for Canada to be a great nation all her people and provinces should remain united and share their problems and prosperity together.....

SA	A	U	D	SD
C	P			
B	N			
B	P			
D	P			
B	N			
B	N			
A	N			
D	N			
D	P			
C	N			
D	P			

42. Some issues and concerns that the "Canadian Problems" program deals with do not apply widely to Canada.....
43. One great danger in Canada is that there are no "Canadians" instead there are only "hyphenated-Canadian" like the "English-Canadians," the "French-Canadians," the "Italian-Canadians," the "German-Canadians," and so on.....
44. The knowledge gained in the "Canadian Problems" program leads students to dislike Canada.....
45. People other than teachers should be invited to speak to the students in "Canadian Problems" classes.....
46. I think if any province wants to break away from the Canadian Confederation it should be permitted to do so.....
47. The more one knows about Canada and Canadian affairs, the more he/she begins to like Canada.....
48. I developed an interest in Canadian affairs only after the course "Canadian Problems" was introduced in our school.....
49. I think without a proper textbook for the "Canadian Problems" learning that course is a waste of time.....
50. The course, "Canadian Problems" did not create in me any interest towards Canadian affairs.....

SA	A	U	D	SD
C	N			
D	N			
C	N			
B	P			
D	N			
C	P			
A	P			
B	N			
A	N			

51. I think if the teacher reads and explains about a definite textbook on "Canadian Problems," it will be a great help.....
52. Too much foreign investment in Canada makes Canadians poor.....
53. Teachers in "Canadian Problems" class should specify topics for group discussions as well as independent research assignments for the students.....
54. I think the grade ten "Canadian Problems" is not a worthwhile program.....
55. Canadians are not educated enough to see their own problems at home.....
56. I think students should be taught to see the seriousness of the problems caused by poverty, crime, pollution, minority groups, labor-management relations, etc., in Canada.....

SA	A	U	D	SD
B	N			
D	P			
B	P			
A	N			
D	N			
C	P			



